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**1981
AMENDMENTS
to the
Program of Studies for Senior High Schools**

Replacement sheets should be substituted for the following pages:

- (1) Contents (Pages v - vii)
- *(2) Language Arts (Pages 147 - 152)
- *(3) French as a Second Language (Pages 154 - 162)
- *(4) Mathematics (Pages 164 - 170)
- (5) Social Studies (Pages 232 - 252)

*All sections that fall between pages 147 to 170 are replaced.

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LANGUAGE ARTS

THE PHILOSOPHY OF THE LANGUAGE ARTS PROGRAM, GRADES 1-12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications which provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the inter-relatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program which provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities which focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences which reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.

- Language learning activities provided in the classroom should be organized for a balance which reflects the actual use of language in the real world.
- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.

(Revised 1981)

- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, the child's thinking and language ability develop in his own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.
- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.
- Students should communicate with increasing maturity, logic and clarity.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework which provides opportunities for students to hear and practice appropriate language forms in a variety of language situations.

Experience and language are closely interwoven in all learning situations. On the one hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery towards more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities which encourage student participation.
- Students should be given opportunities to participate in experiences which require use of language in increasingly differentiated contexts.

(Revised 1981)

Through talk the students learn to organize their environment, interpret their experiences and communicate with others. As they mature they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.

- At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.
- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

GENERAL LANGUAGE ARTS OBJECTIVES FOR GRADES 1 - 12

Language is a social behaviour. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasurable situations with the aim:

- to develop awareness of and interest in how language works;
- to develop an understanding and appreciation of a wide range of language use;
- to develop flexibility in using language for a variety of purposes.

SPECIFIC LANGUAGE ARTS OBJECTIVES FOR GRADES 1 - 12

The specific objectives of the language arts for grades 1-12 arise out of the GOALS FOR BASIC EDUCATION and the general objectives for language arts. Although the objectives are applicable at all levels, the emphases may vary from level to level or from grade to grade. Through developing skills in listening,

speaking, reading, writing, viewing and other related language abilities the program should assist students to grow in their knowledge of language, to appreciate its value in their lives and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language:

- production and reception of sounds and printed words;
- relationships between the flow of words in speech and the arrangement of words on the printed page;
- use of language to talk about language;
- order and form of words as signals to meaning;
- relationship between diversity and subtlety of word meanings and the total meaning of a communication;
- relationships between the manner in which ideas are organized and presented and the total meaning of a communication;
- extension and enrichment of meaning through non-verbal communication;
- language variation according to audience, purpose, situation, culture, and society;
- immediate language variation in sensitive response to audience reaction;
- language as a dynamic system which records, reflects and affects cultures;
- use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered;
- role of language in increasing understanding of self and others;
- use of language to stir imagination, deepen understanding, arouse emotion and give pleasure;
- relationship of language to other forms of artistic expression.

STATEMENT OF CONTENT
ENGLISH 13-23-33; 10-20-30

The following pages outline the content for the senior high language arts program (English 13-23-33 and 10-20-30). It is intended that teachers make minor adjustments to these statements to meet the needs of students.

Each page is arranged as follows:

	1	2	3	4
	CONCEPTS FOR SENIOR HIGH	GRADE 10 SKILLS	GRADE 11 SKILLS	GRADE 12 SKILLS
COLUMN 1:	contains concepts for the whole senior high program. Teachers should work toward the understanding of these concepts throughout the whole senior high experience.			
COLUMN 2:	includes skills to be developed in Grade 10. These skills are related to the concept immediately to the left of Column 1. Both concept and skill(s) should be developed together.			
COLUMN 3:	includes skills to be developed in Grade 11. These skills are also related to the concepts to the left in the same row. It is expected that the level of understanding of the concepts and the level of skill development will expand or extend ability that has been developed in previous grade(s).			
COLUMN 4:	includes skills to be developed in Grade 12. Similar relationships and expectations exist here as in Grade 11.			
NOTE:	In cases where the skill(s) have been extended across three columns, it is expected that teachers will help students increase in proficiency from grade to grade even though varying levels of proficiency have not been specified.			

INTEGRATION

In identifying content for the senior high language arts, the attempt has been made to make statements in the areas of listening, speaking, reading/literature, writing and viewing. Although these skills and concepts are listed separately, it is expected that teachers will make every attempt to teach them in an integrated fashion so that the interrelationship between and among these skills will be understood and applied by students. Further information on integration is available in the curriculum guide.

SEQUENCE

It is not intended that teachers start at the beginning of the Statement of Content and teach all concepts and skills in the order in which they are presented here. Rather, concepts and/or skills may be grouped in various ways to support the approach to teaching adopted by the teacher.



STATEMENT OF CONTENT: ENGLISH 13-23-33

WRITING

CONCEPTS	SKILLS 13	SKILLS 23	SKILLS 33
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
1. Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.	<ul style="list-style-type: none"> — use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing; — identify his purpose and audience and direct his writing to that audience; — identify a topic with some assistance from teacher suggestion and select appropriate supporting material from ideas generated through pre-writing activities; — recognize the value of using his personal experience for examples and illustrations in support of an idea; — plan his compositions, and allow for discovery of meaning as he writes. 	<ul style="list-style-type: none"> — establish an appropriately limited subject for writing and identify suitable material from that which has been generated in pre-writing activities; — recognize situations where other sources of information are needed and find and incorporate this information into his composition; 	<ul style="list-style-type: none"> — limit his subject quite independently and provide sufficient materials for his purpose; — use the appropriate pre-writing activities in fulfilling his intention.
2. Appropriate organization and development of meaning are essential qualities of written composition.	<ul style="list-style-type: none"> — write an introduction which leads directly to the topic; — develop his ideas by using methods appropriate to his topic (e.g., examples or reasons); — demonstrate the ability to organize his thoughts coherently; — compose a suitable ending. 	<ul style="list-style-type: none"> — write an introduction which engages the interest and focuses the attention of the reader; — use methods of development suitable for his particular purpose and audience; — write a conclusion which follows the train of thought established. 	<ul style="list-style-type: none"> — make use of a variety of methods of development; — conclude without a mechanical repetition of ideas.
3. Effective revision involves careful evaluation of ideas and a further shaping of the composition.	<ul style="list-style-type: none"> — review assignments and compositions carefully to assure that all instructions have been followed; — identify those ideas which have not been adequately developed and improve the expression of those thoughts; — revise his word choice and sentence structure in terms of their appropriateness for his subject, purpose and audience; — proofread his composition for errors in grammar, usage, punctuation and spelling; — produce a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate. 	<ul style="list-style-type: none"> — examine his composition for faulty mechanics, unity and coherence; 	<ul style="list-style-type: none"> — examine his composition for faulty mechanics, unity, coherence, emphasis and proportion;
4. A writer's ideas and experiences can be presented through various modes of discourse.	<ul style="list-style-type: none"> — use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify his thoughts and feelings and to develop ideas for other types of writing; — share some of his thoughts or feelings with other people through shaped and polished writing; — use clear, functional prose when his purpose is utilitarian, such as when conveying information or arguing a point of view. 		

CONCEPTS	SKILLS 13	SKILLS 23	SKILLS 33
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
5. The ability to write clearly, in a manner appropriate to the occasion, is an important life-skill.	<ul style="list-style-type: none"> — write social letters in language appropriate for the purpose and audience; — complete a variety of forms; — write a concise, factual short report in response to a specific assignment or on a subject in which the student has a special interest. 	<ul style="list-style-type: none"> — write clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone; — produce a complete and useful résumé; — write a clear, well-organized report on a topic which requires some investigation. 	<ul style="list-style-type: none"> — prepare a résumé and covering letter for specific application; — write for a specific purpose and audience an acceptable report which includes appropriate material located through research.

READING/LITERATURE

CONCEPTS	SKILLS 13	SKILLS 23	SKILLS 33
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
6. Reading is a process which demands active involvement of the reader.	<ul style="list-style-type: none"> — respond with increasing sensitivity, thoughtfulness, articulateness, and self-reliance to the material which he reads; — understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others orally or in writing; and, where appropriate, a personal, social or critical evaluation. 		
7. The study of literature can fulfill a variety of goals for the individual.	<ul style="list-style-type: none"> — understand that reading literature can increase his enjoyment, knowledge and appreciation of literature and develop his understanding of himself and others. 		
8. Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.	<ul style="list-style-type: none"> — read literature for the enjoyment and stimulation of imagination it provides. 	<ul style="list-style-type: none"> — read literature for enjoyment and understanding of its content and emotional appeal. 	<ul style="list-style-type: none"> — read literature for enjoyment, understanding and appreciation.
9. Human experience and values can be explored through literature.	<ul style="list-style-type: none"> — describe the major physical characteristics and personality traits of characters; — expand experience vicariously; — relate literary experience to personal experience. 	<ul style="list-style-type: none"> — discover and discuss the motives of a character's actions; — examine values expressed through literature; — relate personal and societal values to values expressed through literature. 	<ul style="list-style-type: none"> — infer and evaluate the motivation for a character's behaviour; — become aware of some of the variety, origins, conflicts and trends in human values; — appraise the values expressed in a literary selection.
10. The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea and purpose.	<ul style="list-style-type: none"> — identify the subject and purpose; — retell or summarize the content and identify the basic organization the author has used; — distinguish among the various forms of literature, such as prose, poetry, drama; — identify the point of view of a literary selection. 	<ul style="list-style-type: none"> — identify the theme(s); — distinguish between major and minor events or ideas, and identify the influences of the setting on character and action; — compare and contrast presentation of ideas in two or more literary forms; — recognize the mood and tone of a literary selection. 	<ul style="list-style-type: none"> — assess the validity of the theme in relation to life in general and in relation to his own experience; — consider how the impact of a work is affected by its organization such as cliff-hanger ending; — generalize about the effect of form in literary selections read; — recognize how the point of view, mood or tone influences the effect of a particular work.

CONCEPTS

SKILLS 13

SKILLS 23

SKILLS 33

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
11. Locating, selecting and evaluating written materials, frequently required to fulfill one's purpose in reading, are more important life-skills.	<ul style="list-style-type: none"> — identify his purpose for reading and extract information based on that purpose; — find information in such sources as newspapers, magazines, instruction sheets and handbooks; 	<ul style="list-style-type: none"> — identify his purpose for reading and select appropriate information; — gain information from special interest books and periodicals, encyclopedias and other reference books; — arrange information for use in achieving purpose. 	<ul style="list-style-type: none"> — identify his purpose for reading, and select and synthesize relevant ideas; — use technical publications, trade journals, advanced instruction books and other reference material; — obtain occupational information; — assess and evaluate information in terms of projected use.
12. An effective reader is able to select and use a variety of reading strategies appropriate to his purpose.	<ul style="list-style-type: none"> — recognize that both reading rate and comprehension may be increased through the application of good reading techniques, such as reading in larger thought units and making effective use of contextual clues, and that comprehension must not be sacrificed for speed; — recognize that reading rate should vary depending on purpose and material and be able to use reading rate appropriate to the purpose and the complexity of the material; — use skimming as a rapid reading technique and use scanning as a process for quickly locating information; — recognize that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used. 	<ul style="list-style-type: none"> — demonstrate increased ability to skim and scan for required information; — know and use, in appropriate circumstances, a method of reading for study purposes such as the SQ3R. 	<ul style="list-style-type: none"> — demonstrate increased ability in using intensive reading skills effectively.

VIEWING

CONCEPTS

SKILLS 13

SKILLS 23

SKILLS 33

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
13. Appreciation and understanding of a visual message requires an understanding of purpose.	<ul style="list-style-type: none"> — identify the purpose, message and intended audience of viewed communications. 	<ul style="list-style-type: none"> — identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced. 	
14. Elements in and structure of the image strongly influence the total effect of the communication.	<ul style="list-style-type: none"> — understand that the message of a visual presentation is affected by factors such as colour, angle, and movement; — recognize how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences. 	<ul style="list-style-type: none"> — relate the elements of the image to the purpose and message of the image; — appreciate effects of editing, such as biasing content, and enhancing mood or theme. 	<ul style="list-style-type: none"> — analyze the structure of a visual image by expressing the relationship among the purpose of the image, its content and style.
15. Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message.	<ul style="list-style-type: none"> — recognize the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer. 	<ul style="list-style-type: none"> — discuss the relationships between sound effects, language or other non-visual means and the visual image in media such as film and television, and of language and visual imagery in newspaper or magazines (especially advertising and cartoons). 	<ul style="list-style-type: none"> — discuss combined visual effects, sound effects, and language in a mixed-media presentation, television production or film.

CONCEPTS	SKILLS 13	SKILLS 23	SKILLS 33
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
16. The viewer must evaluate the apparent reality created in media products.	— discuss emotions, facts and opinions expressed visually.	— analyze propaganda and advertising techniques used in viewing messages.	— analyze and evaluate the extent to which manipulative devices are used in the material he encounters in his daily life;
17. Visual communication is similar in many ways to verbal forms of communication.	— discuss relationships among film, television, cartoons, advertising and literature.	— recognize that visual messages may employ imagery, mood, irony tone, symbolism, humour, structure and pace.	— evaluate the aura of reality created in visual messages, especially propaganda.
			— discuss the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer.

LISTENING

CONCEPTS	SKILLS 13	SKILLS 23	SKILLS 33
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
18. Listening is an active not a passive process.	— recognize that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking;	— identify and consider the factors which interfere with effective listening and attempt to overcome interferences created by the environment, the speaker and the listener himself.	
	— observe the courtesies of a good listener.		
19. Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.	— recognize and recall the central and supporting ideas in an oral presentation;	— recognize the speaker's attitude, tone and bias;	— infer mood and tone in an oral communication;
	— identify the speaker's purpose;		— distinguish between emotional appeal and reasoned argument;
	— be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude such as inflection and gestures.		
20. Listening to obtain information involves attentive, open-minded reception of the message presented.	— recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques.	— use effective listening techniques, such as mentally reviewing major points of the message.	— listen actively for the speaker's theme, main ideas and supporting details and organize and review these in his mind as he listens;
			— seek clarification of information not understood or expansion of ideas superficially developed.
21. Critical listening involves an assessment of the validity of the message presented.	— distinguish between fact and opinion;	— identify basic persuasive techniques such as glittering generalities, flattery, appeals to fear, or prejudice;	— detect fallacies in the speaker's argument such as hasty generalizations or false analogies;
	— identify the functions and intentions of the speaker and differentiate between the content of the address and the performance of the speaker.	— analyze a variety of presentations to identify the persuasive techniques used.	— assess both the performance of the speaker and the content of the address;
			— evaluate the source of information.

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
22. The ability to speak easily, clearly, and effectively is an essential communication skill.	<ul style="list-style-type: none"> — realize that he can clarify and extend his own thinking by expressing his thoughts orally; — express his thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing his material such as in writing workshop situations; — increase his confidence in speaking extemporaneously on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory; — exhibit increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely; — use voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact, to effectively communicate meaning, mood and interest. 		
23. The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.	<ul style="list-style-type: none"> — make a positive contribution to a small group discussion by contributing to the advancement of the ideas and thinking of the group and by observing the courtesies of group discussion; — summarize the main points and conclusion. 	<ul style="list-style-type: none"> — discuss factors which impair group discussion, such as individuals focusing on personal needs, and become familiar with the role of group leader. 	<ul style="list-style-type: none"> — demonstrate increased facility in functioning as both a group member and a group leader.
24. Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.	<ul style="list-style-type: none"> — express his thoughts and feelings, explore ideas, and seek information through talk which is appropriate for his purpose, audience and setting; — develop competence in presenting information orally, such as explaining and giving directions; — enhance some presentations by the use of diagrams, charts or demonstrations; — function at informal social gatherings, such as how to introduce people and start conversations; — use the procedures necessary to participate in an effective job interview. 	<ul style="list-style-type: none"> — characterize persuasive speech and speak persuasively in appropriate situations; — develop a topic adequately, arrange ideas in appropriate order and finish with a concluding statement; — understand and observe the rules and procedures which govern a business meeting; — use the procedures and courtesies common to an interview situation. 	<ul style="list-style-type: none"> — demonstrate increased facility with both explanatory and persuasive speaking in class situation; — know how to function at more formal gatherings such as introducing speakers and making and replying to toasts; — participate effectively in job interview.

STATEMENT OF CONTENT: ENGLISH 10-20-30

WRITING

CONCEPTS	SKILLS 10	SKILLS 20	SKILLS 30
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
1. Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.	<ul style="list-style-type: none"> — use brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing; — identify and limit a topic with some assistance from class discussion or teacher suggestion and select material appropriate to his subject, purpose and audience from ideas generated during pre-writing activities; — recognize the value of drawing upon personal and vicarious experience in producing an individual approach to a composition; — plan his composition, and allow for discovery of meaning as he writes. 	<ul style="list-style-type: none"> — establish an appropriately limited topic, select material appropriate to his subject, purpose, and audience from ideas generated during pre-writing and supplement it where necessary with additional material; 	
2. Appropriate organization and development of meaning are essential qualities of written composition.	<ul style="list-style-type: none"> — write an introduction which leads the reader directly to the topic; — state a thesis clearly, when appropriate, and limit the content of the composition to pertinent material; — demonstrate awareness of the importance of developing ideas rather than simply stating them; — use various methods of development such as reasons, examples, descriptive details and illustrations; — demonstrate the ability to organize his thoughts coherently; — compose a suitable ending. 	<ul style="list-style-type: none"> — write an introduction which engages the interest and focuses the attention of the reader; — achieve unity of thought and purpose through using an expressly stated thesis, when appropriate; — choose a method of development suitable for a particular purpose and audience; — use methods of development such as inductive and deductive reasoning, analogy, definition and dialogue; — write a conclusion which follows the train of thought established. 	<ul style="list-style-type: none"> — write an introduction which engages the interest and focuses the thoughts of the reader and establishes the mood and tone of the composition; — develop his theme with or without an explicit thesis statement; — use a variety of methods of development and, when appropriate, incorporate research material smoothly and effectively into the composition; — demonstrate the ability to trace a coherent thought pattern to a suitable conclusion.
3. Effective revision involves careful evaluation of ideas and a further shaping of the composition.	<ul style="list-style-type: none"> — review assignments and compositions carefully to assure that all instructions have been followed; — identify and improve the expression of ideas not adequately developed and eliminate extraneous material; — revise, where appropriate, his word choice and sentence structure; — proofread for errors in grammar, usage, punctuation and spelling; — prepare a final draft, carefully edited and proofread, with a suitable title, footnotes and bibliography where appropriate. 	<ul style="list-style-type: none"> — evaluate the ideas included in terms of their appropriateness to the subject, audience and purpose; — recognize and improve areas of weakness resulting from faulty reasoning, inappropriate emphasis, or inadequate explanation, support or development; — examine the precision of diction, the variety of sentence structure, the effectiveness of stylistic choices, and the level of formality of language used and revise where appropriate; — examine for faulty mechanics, unity, coherence, emphasis and proportion; 	

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
4. A writer's ideas and experiences can be presented through various modes of discourse.	<ul style="list-style-type: none"> — use personal or exploratory writing, such as journal writing or personal reactions, to express and clarify his thoughts and feelings and to develop ideas for other types of writing; — share some of his thoughts or feelings through shaped and polished writing, such as personal essays, short stories or poems; — use clear, functional prose when his purpose is utilitarian, such as when writing a report or a literary criticism. 		
5. A writer should use an appropriate prose form for his intention.	<ul style="list-style-type: none"> — write a convincing argument in support of a clearly defined position; — report on an activity or subject within his own experience on which he has done some research; — narrate events clearly arranging them in chronological order and maintaining point of view. 	<ul style="list-style-type: none"> — write a short research paper on an assigned topic or a topic of his own choosing; — write social and business letters in language appropriate to purpose and audience; — use narration and description effectively to fulfill his purpose; — present his point of view in a personal or reflective essay. 	<ul style="list-style-type: none"> — present a convincing argument through logical thought and persuasive language; — present his point of view in a literary essay which, where appropriate, smoothly and effectively incorporates the results of his research; — produce a complete, useful résumé and covering letter.

READING/LITERATURE

CONCEPTS

SKILLS 10

SKILLS 20

SKILLS 30

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
6. Reading is a process which demands active involvement of the reader.	<ul style="list-style-type: none"> — respond with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material which he reads; — understand that the study of literature involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others orally or in writing; and, where appropriate, a personal, social, or critical evaluation. 		
7. The study of literature can fulfill a variety of goals for the individual.	<ul style="list-style-type: none"> — understand that reading literature can increase his enjoyment, knowledge and appreciation of literature; develop his understanding of himself and others; and broaden his knowledge of his cultural heritage. 		
8. Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.	<ul style="list-style-type: none"> — read literature for the enjoyment and stimulation of the imagination it provides, as well as for an understanding of its content and emotional appeal. 		<ul style="list-style-type: none"> — read literature for enjoyment, understanding and appreciation of its literary and social value;
9. Human experience and values can be explored through literature.	<ul style="list-style-type: none"> — expand experience vicariously; — relate literary experience to personal experience. 	<ul style="list-style-type: none"> — examine values expressed through literature; — relate personal and societal values to values expressed through literature. 	<ul style="list-style-type: none"> — become aware of some of the variety, origins, conflicts and trends in human values; — appraise the values expressed in a literary selection.

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
10. Comprehension of meaning in literature may require understanding the author's purpose, making inferences, understanding allusions and symbols.	<ul style="list-style-type: none"> — identify the author's purpose for writing; — recognize implications and readily identify the more subtle inferences in his reading; — differentiate between literal and figurative statements; — recognize common allusions and discuss their significance in context; — understand the use of symbols to express abstract ideas in concrete terms, recognize the common use of symbols in his own language and everyday life, recognize common literary symbols; — understand the concept of theme, and identify theme(s) in a literary selection. 	<ul style="list-style-type: none"> — differentiate between escapist and interpretive literature; — recognize and explain a wider range of allusions in context; — use appropriate references to comprehend allusions; — recognize the possibility of a symbolic meaning for a prominent object in a literary work; — state a theme clearly, taking into account the milieu from which it arose. 	<ul style="list-style-type: none"> — evaluate the extent to which a specific piece of writing achieves its purpose; — demonstrate an increased ability to interpret symbols and symbolic patterns in literature; — understand the themes in literary works and evaluate their validity in terms of milieu, and in relation to life in general and to the student's own experience.
11. An informed critical response requires an understanding of literary form, structure and style.	<ul style="list-style-type: none"> — understand the characteristic differences between prose and poetry; non-fiction and fiction; between materials designed for silent and oral reading or oral-visual presentation; — discuss the structure of the plot of a short story or novel or drama or narrative poem, using appropriate terminology; — understand the basic concepts of poetic form: — recognize some stylistic devices used in literature, such as imagery; — recognize the point of view in literary selections which he reads. 	<ul style="list-style-type: none"> — relate the structure of a work to the author's purpose and theme; — discuss the organization of a personal or an informational essay, and comment on the way in which it contributes to the total effect of the essay; — demonstrate an understanding of the manner in which the author uses figurative and stylistic devices to achieve his purpose; — understand the concepts of mood and tone, and be able to discuss how point of view, mood and tone contribute to the effect of a piece of literature; — understand the concepts of satire and irony and the techniques of humour. 	<ul style="list-style-type: none"> — evaluate how content, emphasis, imagery and organization are influenced by the writer's choice of literary form; — understand the concept of artistic unity, and should appreciate the way in which a good writer's form and ideas are shaped into an artistic unit; — identify the effect created by the author's style and examine the methods by which it is achieved;
12. Understanding and appreciating literature is enhanced by the ability to interpret character and to recognize effective characterization.	<ul style="list-style-type: none"> — use precise diction to describe characters; — infer the motive for a character's behaviour and judge the plausibility of character change. 	<ul style="list-style-type: none"> — recognize direct and indirect characterization; — identify the influence of psychological and social pressures upon behaviour of characters. 	<ul style="list-style-type: none"> — judge the quality of characterization; — evaluate the author's approach to characterizing, and the consistency and plausibility of the characters.
13. The significance of the action in a piece of literature is affected by the temporal and social milieu in which it was produced, and in which it is set.	<ul style="list-style-type: none"> — consider the temporal and physical setting in interpreting the action of a narrative. 	<ul style="list-style-type: none"> — assess the effect of the setting on the action and characters and the effect of the social and temporal milieu from which the literature comes. 	

	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
14. In order to appreciate English literature, and develop an awareness of his literary heritage, the student should have acquaintance with some authors who have contributed to that heritage.		— be acquainted with the works of some major Canadian authors.	— demonstrate some understanding of his literary heritage through the study of some authors and works. (Emphasis should be on examination of individual pieces of literature rather than on the work of individual authors or historical periods.)
15. An effective reader is able to select and use reading strategies appropriate to his purpose in reading for enjoyment, information or literary appreciation.	<ul style="list-style-type: none"> — recognize that both reading rate and comprehension may be increased through the application of good reading techniques, such as reading in larger thought units and making effective use of contextual clues, and that comprehension must not be sacrificed for speed; — recognize that reading rate should vary depending on purpose and material and be able to use reading rate appropriate to the purpose and the complexity of the material; — use skimming as a rapid reading technique and use scanning as a process for quickly locating information; — recognize that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used; — locate required information in the school library using a variety of standard sources. 	<ul style="list-style-type: none"> — demonstrate increased ability to skim and scan for required information; — know and use, in appropriate circumstances, a method of reading for study purposes such as the SQ3R; — show increased independence in locating required information in the school and public libraries. 	<ul style="list-style-type: none"> — demonstrate increased ability in using intensive reading skills effectively.

VIEWING

CONCEPTS	SKILLS 10	SKILLS 20	SKILLS 30
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
16. Appreciation and understanding of a visual message requires an understanding of purpose.	— identify the purpose, message and intended audience of viewed communications.	— identify the level at which a visual image communicates, and discuss its relation to the basic purpose for which the image was produced.	
17. Elements in and structure of the image strongly influence the total effect of the communication.	<ul style="list-style-type: none"> — understand that the message of a visual presentation is affected by factors such as color, angle and movement; — recognize how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences. 	<ul style="list-style-type: none"> — relate the elements of the image to the purpose and message of the image; — appreciate effects of editing, such as biasing content, and enhancing mood or theme. 	— analyze the structure of a visual message by expressing the relationships among the purpose of the image, its content and style, and the unified effect which results.
18. Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message.	— recognize the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer.	— discuss the relationships between sound effects, language or other non-visual means and the visual image in media such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons).	— discuss the artistic unity resulting from combined visual effects, sound effects, and language in a mixed-media presentation, television production or film.
19. The viewer must evaluate the apparent reality created in media products.	— discuss emotions, facts and opinions expressed visually.	— analyze propaganda and advertising techniques used in viewed messages.	<ul style="list-style-type: none"> — analyze and evaluate the extent to which manipulative devices are used in the material he encounters in his daily life; — evaluate the aura of reality created in visual messages, especially propaganda.

CONCEPTS	SKILLS 10	SKILLS 20	SKILLS 30
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
20. Visual communication is similar in many ways to verbal forms of communication.	— discuss relationships among feature films, TV movies, novels and plays or among the short films, short stories, one-act plays and poetry.	— recognize that visual messages may employ imagery, mood, irony, satire, tone, symbolism, humor, structure and pace.	— appreciate that visual media make use of stylistic devices (color, texture, body language, connotation) to influence the viewer and relate this knowledge to the use in literature of such stylistic devices as sensory impression, diction and rhythm; — evaluate the stylistic features of a visual message.

LISTENING

CONCEPTS	SKILLS 10	SKILLS 20	SKILLS 30
	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:	THE STUDENT SHOULD BE ABLE TO:
21. Listening is an active not a passive process.	— recognize that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking; — observe the courtesies of a good listener.	— identify and consider the factors which interfere with effective listening and overcome interferences created by the environment, the speaker and the listener himself.	
22. Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.	— recognize and recall the central and supporting ideas in an oral presentation; — identify the speaker's purpose; — be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude such as inflection and gestures.	— recognize the speaker's attitude, tone and his bias; — distinguish between emotional appeal and reasoned argument;	— infer mood and tone in an oral communication;
23. Listening to obtain information involves attentive, open-minded reception of the message presented.	— recognize that listening for information is an everyday activity that can be improved by knowing and using good listening techniques.	— use effective listening techniques, such as mentally reviewing major points of the message.	— listen actively for the speaker's theme, main ideas and supporting details and organize and review these in his mind as he listens; — seek clarification of information not understood or expansion of ideas superficially developed.
24. Critical listening involves an assessment of the validity of the message presented.	— distinguish between fact and opinion;	— identify basic persuasive techniques such as glittering generalities, flattery, appeals to fear or prejudice;	— assess the overall degree of completeness, balance and logic of a presentation and evaluate both the performance of the speaker and the content of the address.



CONCEPTS

SKILLS 10

SKILLS 20

SKILLS 30

THE STUDENT SHOULD BE ABLE TO:

- identify the functions and intentions of the speaker and differentiate between the content of the address and the performance of the speaker.

THE STUDENT SHOULD BE ABLE TO:

- analyze a variety of presentations to identify the persuasive techniques used;
- detect fallacies in the speaker's argument;
- evaluate the source of information.

THE STUDENT SHOULD BE ABLE TO:

SPEAKING

CONCEPTS

SKILLS 10

SKILLS 20

SKILLS 30

THE STUDENT SHOULD BE ABLE TO:

25. The ability to speak easily, clearly and effectively is an essential communication skill.

- realize that he can clarify and extend his own thinking by expressing his thoughts orally;
- express his thoughts clearly when responding to literature, when generating ideas for writing and more formal speaking, and when revising and editing his material such as in writing workshop situations;
- increase his confidence in speaking extemporaneously on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory;
- exhibit increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely;
- use voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact, to effectively communicate meaning, mood and interest.

26. The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.

- make a positive contribution to a small group discussion by contributing to the advancement of the ideas and thinking of the group and by observing the courtesies of group discussion;
- discuss factors which impair group discussion, such as individuals focusing on personal needs, and become familiar with the role of group leader.
- demonstrate increased facility in functioning as both a group member and a group leader;
- summarize the main points and conclusions.
- share ideas in large groups.

27. Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.

- express his thoughts and feelings, explore ideas, and seek information through talk which is appropriate for his audience, purpose and context;
- understand and observe the rules procedures which govern a business meeting;
- know how to function at more formal social gatherings (such as how to make and reply to a toast and how to introduce a speaker);
- develop competence in presenting information orally, enhancing some presentations by the use of diagrams, charts or demonstrations, if appropriate;
- characterize persuasive speech and speak persuasively in appropriate situations;
- develop a topic adequately, arrange ideas in an appropriate order and finish with a concluding statement.
- speak using a variety of methods of leading into the topic, develop the topic using various developmental devices and organizational techniques, and end by summing up with a strong concluding statement.
- use the procedures and courtesies common to an interview situation;
- demonstrate increased facility with both explanatory and persuasive speaking in class situations;
- demonstrate increasing confidence in effectively opening, developing and concluding a talk.

MINIMUM REQUIREMENTS FOR LITERATURE

In planning to meet the course objectives outlined in the statement of content, teachers must meet the following minimum literature requirements.

	SHORT STORY	POETRY	SHORT NON-FICTION (ESSAYS)
ENGLISH 13	Required	Optional	Required
ENGLISH 23	Required	Required	Required
ENGLISH 33	Required	Required	Required

	PLAYS	NOVEL	FULL-LENGTH NON-FICTION
ENGLISH 13	Required — One modern	One	Optional
ENGLISH 23	Required — One modern	One	Optional
ENGLISH 33	One modern or one Shakespearean	One	Optional

	SHORT STORY	POETRY	SHORT NON-FICTION (ESSAYS)
ENGLISH 10	Six	Required	Optional
ENGLISH 20	Six	Required	Five
ENGLISH 30	Six	Required	Eight

	PLAYS	NOVEL	FULL-LENGTH NON-FICTION
ENGLISH 10	One modern or one Shakespearean	One	Optional
ENGLISH 20	One Shakespearean	One	Optional
ENGLISH 30	One modern and one Shakespearean	Optional	Optional

CANADIAN LITERATURE REQUIREMENTS

Of the literature taught in each senior high course, the following proportion is to be Canadian literature:

English 13	One third	English 10	One quarter
English 23	One third	English 20	One half
English 33	One third	English 30	One quarter

PRESCRIBED LEARNING RESOURCES SENIOR HIGH LANGUAGE ARTS

ENGLISH 13

1. Kirkland, G. and R. Davies, *Connections I — Imagining*, Gage, 1980.
 2. Henderson, J., *Time Of Your Life*, Macmillan, 1977.
 3. MacNeill, J.A., *Early September*, Nelson, 1980.
 4. Cline, J. et al, *New Voices In Literature, Language and Composition 2*, Canadian Edition, Ginn, 1981.
 5. Markham, L.A. and J.A. Pierson (eds.), *Scholastic Composition 4*, Canadian Edition, Scholastic, 1981.
 6. McMaster, R.J., *Developing Your Communications Skills*, Academic, 1978.
- See note on page 152(xiv).

(Revised 1981)

ENGLISH 10

1. Eckersley, W., *Impact*, Revised Edition, Dent, 1968.
2. MacNeill, J.A. and G.A. Sorestad, *Sunlight and Shadows*, Nelson, 1974.
3. Metcalf, J. (ed.), *Kaleidoscope*, Van Nostrand Reinhold, 1972.
4. Jewkes, W.T., *Man The Myth-Maker*, Second Edition, Harcourt Brace Jovanovich, 1981.
5. McMaster, R.J., *Communicating In Your World*, Academic Press, 1979.
6. Schoen, C. et al, *The Writing Experience*, Canadian Edition, McClelland and Stewart, 1981.
7. Metcalf, J., *New Worlds*, McGraw-Hill Ryerson, 1982.

See note on page 152(xiv).

ENGLISH 23

1. Cline, J. et al, *New Voices In Literature, Language and Composition 3*, Canadian Edition, Ginn, 1981.
2. Markham, L. et al, *Scholastic Composition 5*, Canadian Edition, Scholastic, 1981.
3. Eckersley, W., *Quest*, Revised Edition, Dent, 1970.
4. Stevens, J. and R.J. Smith, *Canadian Stories Of Action and Adventure*, Macmillan, 1978.
5. Davies, R. and G. Kirkland, *Connections 2 — Relating*, Gage, 1981.

See note on page 152(xiv).

ENGLISH 20

1. Buxton, E.W. and B. Buxton, *Prose For Discussion*, Revised Edition, Gage, 1980.
2. Weaver, R. and W. Toye, *Oxford Anthology Of Canadian Literature*, Revised Edition, Oxford University Press, 1981.
3. West, W., *Developing Writing Skills*, Canadian Edition, Prentice-Hall, 1981.
4. Gillanders, C., *Theme and Image I*, Copp Clark Pitman, 1976.

See note on page 152(xiv).

ENGLISH 33

1. Cline, J. et al, *New Voices In Literature, Language and Composition 4*, Canadian Edition, Ginn, 1981.
2. Markham, L.A. et al, *Scholastic Composition 6*, Canadian Edition, Scholastic, 1981.
3. Hodgins, J. and W.H. New, *Voice and Vision*, McClelland and Stewart, 1972.
4. MacNeill, J.A. and G.A. Sorestad, *Tigers Of The Snow*, Nelson, 1973.
5. Davies, R. and G. Kirkland, *Connections 3 — Discovering*, Gage, 1981.

See note on page 152(xiv).

(Revised 1981)

ENGLISH 30

1. Gehle, Q.L. and D.J. Rollo, *The Writing Process*, Canadian Edition, Nelson, 1981.
2. Winkler, A.C. and J.R. McCuen, Dent, *Rhetoric Made Plain*, Canadian Edition, Academic, 1981.
3. Perrine, L., *Story and Structure*, Revised Edition, Academic, 1981.
4. New, W.H. and W.E. Messenger, *Active Stylist*, Prentice-Hall, 1981.
5. Miller, J.E., *The Lyric Potential*, Gage, 1981 (1974).
6. Hogins, J.B., *Literature: Poetry*, Science Research Associates, 1981 (1974).

NOTE:

See Section F of the SECONDARY LANGUAGE ARTS HANDBOOK for recommended novels, full length non-fiction, modern plays, Shakespearean plays for English 13-23-33 and 10-20-30. These are currently under review. Revised lists will be available during the 1982-83 school year.

(Revised 1981)

ELECTIVES

READING 10

(See the Reading 10 Curriculum Guide.)

COMMUNICATIONS 21A and 21B

Introduction

Communications 21A and 21B are offered in module form for three credits each. A maximum of six credits is available to a student taking modules in the Communications Elective.

The Communications modules subscribe to the major objectives as stated in the *Secondary Language Arts Handbook*. All modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting as well as providing for student involvement, excitement and enjoyment. In the Communication modules, emphasis has been placed on the improvement in writing skills as an ongoing process.

Course Content

Choice can be made from fifteen modules. Credit value is shown after each module:

Business Communications (3 or 6 — Part A prerequisite to Part B)

Community Relations Network (3 or 6)

English As A Second Language (6)

Film (3 or 6 — Part A prerequisite to Part B)

How, What and Why of Writing (3 or 6 — Part A *not* prerequisite to Part B)

Journalism (3 or 6 — Part A prerequisite to Part B)

Language As A Manipulative Device (3 or 6 — Part A prerequisite to Part B)

Language Growth (3 or 6)

Plain Speaking (3)

Purposeful Speaking (3)

Radio (3)

Speeded Comprehension (3)

Television (3 or 6 — Part A prerequisite to Part B)

Thinking — The Core of Communication (3 or 6 — Part A prerequisite to Part B)

Writer's Workshop (3 or 6 — Part A *not* prerequisite to Part B)

Recommended Material

A number of references are suggested for each module, but no textbooks are prescribed. Refer to the *Secondary Language Arts Handbook* for a list of these materials.

LITERATURE 21A and 21B

Introduction

Literature 21A and 21B are offered in module form for three credits each. A maximum of six credits is available to a student taking modules in the Literature Elective. Any two Literature modules are taken for three credits or any four modules for six credits. However, student-teacher enthusiasm could lead to one module being developed to produce three credits.

The Literature modules subscribe to the major objectives as stated in the *Secondary Language Arts Handbook*. All the modules focus on the basic skills of writing, reading, viewing, listening, speaking and acting as well as providing for student involvement, excitement, and enjoyment. In the Literature modules emphasis has been placed on the improvement in writing skills as an ongoing process.

Course Content

Choice can be made from twenty modules:

Modules 1 to 6: Novels (Adventure and Mystery; American; British; Canadian; Recent Best Sellers; Twentieth Century).

Modules 7 and 8: Poetry (Canadian; Modern).

Modules 9 to 12: Drama (Drama in Three Media: Television Drama; Shakespearian Survey: The Plays; A Shakespearian Play in Depth).

Modules 13 to 20: Others (Africa's Contemporary Authors; Canadiana: Short Story and Humor; Children's Literature; Concepts of the Future; Native Canadian Literature; The Romantic Mind; Science Fiction — That Untravelled World; Tolkien, Fantasy and Folk-Tale).

Recommended Material

A number of references are suggested for each module, but no textbooks are prescribed. Refer to the *Secondary Language Arts Handbook* for a list of these materials.

FRENCH AS A SECOND LANGUAGE

INTRODUCTION

At the senior high level, four programs are available for French as a Second Language:

- a) the six-year program approved by the Minister in 1974;
- b) the three-year program developed in 1974, revised and approved by the Minister in 1980;
- c) the senior high portion of the six-year program approved by the Minister in 1980;
- d) the senior high portion of the nine-year program approved by the Minister in 1981.

While each of the programs listed above contains specificity of objectives and content as well as clear minimum expectations for each language skill and for cultural understanding, the more recent programs provide for increased instructional time over the total program and improved provision for program articulation.

IN JUNE 1980, CURRICULUM POLICIES BOARD APPROVAL WAS GIVEN TO THE PHASING OUT OF THE THREE-YEAR PROGRAM APPROVED IN 1974. THOSE JURISDICTIONS OFFERING A THREE-YEAR HIGH SCHOOL PROGRAM WILL HAVE COMPLETED IMPLEMENTATION OF THE REVISED THREE-YEAR PROGRAM BY JUNE, 1984.

IN APRIL 1981, CURRICULUM POLICIES BOARD APPROVAL WAS GIVEN TO THE PHASING OUT OF THE HIGH SCHOOL PORTION OF A SIX-YEAR SEQUENCE APPROVED IN 1974 (FRENCH 11, 21, 31). THIS PHASE-OUT WILL BEGIN IN SEPTEMBER, 1982 AND FOR THOSE JURISDICTIONS OFFERING THE 1980 SIX-YEAR PROGRAM THIS PHASE-OUT WILL BE COMPLETE BY JUNE 1986; FOR THOSE JURISDICTIONS OFFERING THE 1980 NINE-YEAR PROGRAM THIS PHASE-OUT WILL BE COMPLETE BY JUNE 1989.

I. THREE, SIX AND NINE-YEAR PROGRAMS

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning French and are intended to enable the student:

1. To acquire basic communication skills in French by:
 - 1.1 developing the receptive skills of listening and reading, including, in the case of the former, an understanding of intonation, gestures and visual clues which help to convey the message;
 - 1.2 developing the productive skills of speaking and writing, including, in the case of the former, the appropriate intonation, gestures and visual clues which help to convey the message.

(Revised 1981)

2. To develop cultural sensitivity and enhance personal development by:
 - 2.1 developing a greater awareness and appreciation of various cultural values and lifestyles;
 - 2.2 developing a positive attitude toward people who speak another language through a meaningful exposure to the French language and culture;
 - 2.3 becoming more aware of his own cultural heritage through learning French;
 - 2.4 becoming aware of, and appreciating, through instruction and direct experiences, the valuable contributions of French-speaking peoples to civilization;
 - 2.5 broadening his perspectives to include the national and international scene through active participation in a language spoken by many Canadians;
3. To develop originality and creativity in language by:
 - 3.1 enabling him to apply his skills to new and meaningful situations;
 - 3.2 enabling him to express his own ideas and feelings;
 - 3.3 enabling him to discover a new dimension of his personality.
4. To acquire additional concepts and generalizations about language and language learning by:
 - 4.1 recognizing the basic structural similarities and differences between English and French;
 - 4.2 acquiring some knowledge of the structure and function of language;
 - 4.3 developing an awareness of regional, social and functional variations of spoken and written language;
 - 4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.
5. To develop a desire to extend or improve his proficiency in languages through further language study, whether for interest, post-secondary requirements or vocational needs.

B. THREE-YEAR PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 10, 11 AND 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

1. Listening Comprehension

By the end of Grade 12, the student, by listening, will have developed his ability to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;
3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;

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4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand various speakers using the linguistic structures of the program;
6. Recognize specific information and ideas;
7. Understand information in material containing cognates and a limited number of unfamiliar lexical items.

2. Speaking

By the end of Grade 12, the student will have developed his ability to:

1. Produce accurately French sounds, intonation, rhythm, stress patterns, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation from cultural or textual materials;
5. Relate a sequence of actions;
6. Ask for information using familiar vocabulary;
7. Interview someone, using basic elements of the program;
8. Speak with prior preparation on a selected topic;
9. Participate in a simple conversation or discussion on a familiar topic;
10. Express some of his own ideas, feelings and routine activities.

3. Reading

By the end of Grade 12, a student will have furthered his ability to:

1. Read silently with comprehension familiar materials learned orally;
2. Read aloud familiar vocabulary and global expressions with correct rhythm and pronunciation;
3. Read silently with comprehension recombinations and rearrangements of familiar material;
4. Read for general meaning material containing some unfamiliar cognates or vocabulary items;
5. Read for specific information and ideas;
6. Read for major ideas contained in a short text;
7. Read newspaper and magazine articles and/or simple stories for pleasure.

4. Writing

By the end of Grade 12, the student will have developed his ability to:

1. Produce new combinations or variations from given elements;
2. Write, from dictation, sentences containing recombinations of learned written materials;
3. Express himself in original sentences in a short paragraph;
4. Write a guided composition;
5. Write a letter to a friend.

5. Cultural Understanding

By the end of Grade 12, the student will have developed his ability to:

1. Demonstrate awareness of francophone cultures in Canada, France and other countries;
2. Describe some differences and similarities between these francophone cultures and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

C. SIX-YEAR PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 10, 11 AND 12

The following expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

1. Listening Comprehension

By the end of Grade 12, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
3. Demonstrate understanding of new combinations of structures and vocabulary of the program*;
4. Understand a variety of speakers in structured situations;
5. Perceive in the intonation and stress patterns used by the speaker, his intents, feelings or emotions;
6. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items;
7. Recognize specific information and ideas;
8. Demonstrate understanding of weather reports, newscasts, speeches and stories by answering general questions orally or in writing;
9. Demonstrate the ability to perceive levels of language usage: formal, informal, colloquial, regional.
10. Demonstrate understanding of a passage by answering questions, by selecting the major ideas, and by citing evidence to support conclusions.

2. Speaking

By the end of Grade 12, the student will be able to:

1. Produce accurately French sounds, intonation, rhythm, stress patterns, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;

* New combinations would include simple and complex sentences, dialogues and short paragraphs.

4. Describe a familiar situation;
5. Relate a sequence of actions or ideas;
6. Summarize the main ideas of a familiar situation;
7. Ask for needed information on a specific topic;
8. Express some of his own ideas and feelings, and relate personal experiences, within the range of his language experience and areas of interest;
9. Interview someone and report findings;
10. Present a summary of a specified topic;
11. Explain how to do a practical activity such as to cook, to assemble, to construct, to repair or play an instrument, to buy and sell something;
12. Speak on a selected topic;
13. Exchange ideas in a conversation or discussion.

3. Reading

By the end of Grade 12, the student will be able to:

1. Read aloud recombinations of familiar material, demonstrating correct sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
2. Read aloud materials containing some new semantic elements demonstrating the ability to apply generalizations about sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
3. Read silently with comprehension.
 - 3.1 familiar material learned orally,
 - 3.2 recombinations and rearrangements of familiar material,
 - 3.3 material containing cognates, punctuation, contextual clues and a limited number of unfamiliar lexical items;
4. Read for information based on themes for which vocabulary has been learned;
5. Read for specific information and ideas;
6. Read for major ideas contained in a short text;
7. Read in order to discuss a passage read by answering questions or by citing evidence to support conclusions;
8. Read in order to summarize orally or in writing the content of what has been read;
9. Read newspaper and magazine articles for information and for enjoyment.

4. Writing

By the end of Grade 12, the student will be able to:

1. Copy variations of sentences and phrases learned orally;
2. Rearrange words and phrases;
3. Produce new combinations or variations from given elements;

(Revised 1981)

4. Answer given questions in writing;
5. Write, from dictation, sentences containing recombinations of learned written materials;

In addition to the above, at the end of Grade 12, the student will be able to:

6. Express himself in simple original sentences within the limits of the linguistic content specified in the program;
7. Make required variations (time, person, number) in given sentences;
8. Answer questions in writing based on a text read by the teacher;
9. Write a sequence of sentences from a given outline, from a list of linguistic elements or from visual and oral cues;
10. Write a summary;
11. Write a social letter;
12. Write a business letter;
13. Write a short narrative or descriptive paragraph based on prior reading, oral activity or personal experience.

5. Cultural Understanding

At the end of Grade 12, the student will be able to:

1. Recognize familiar cultural information by supplying factual information that has been learned;
2. Recognize the significance of simple gestures, facial expressions, intonations and stress used by the speaker to convey his intents;
3. Recognize connotative meanings of familiar vocabulary;
4. Recognize current manifestations of French culture;
5. Interpret everyday cultural patterns;
6. Use common conventionalities;
7. Demonstrate knowledge of francophone cultures in Canada, France and other countries;
8. Recognize similarities and differences in these expressions of culture and his own;
9. Identify some of the values, attitudes and ideas of the target culture;
10. Identify some of the contributions made by francophones to Canadian society.

D. NINE-YEAR PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 10, 11 AND 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

1. Listening Comprehension

At the end of Grade 12, the student, by listening, will be able to:

1. Distinguish phonetic differences within the French sound system;
2. Distinguish French intonation and stress patterns;

(Revised 1981)

3. Demonstrate understanding of familiar questions, statements and instructions which incorporate the required linguistic elements of the program;
4. Demonstrate understanding of new combinations of structures and vocabulary of the program;
5. Understand a variety of speakers in structured situations;
6. Recognize specific information and ideas;
7. Demonstrate understanding of a passage by answering questions and by citing evidence to support conclusions;
8. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items;
9. Demonstrate understanding of weather reports, newscasts, speeches and stories by answering general questions orally or in writing;
10. Demonstrate the ability to understand the attitude and intent of the speakers;
11. Demonstrate the ability to perceive levels of language usage: formal, informal, colloquial and regional.

2. Speaking

At the end of Grade 12, the student will be able to:

1. Produce accurately French sounds, intonation, rhythm, stress patterns, elision and liaison;
2. Respond orally to cues which require the use of required linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation with the linguistic elements of the program;
5. Relate a sequence of actions;
6. Interview someone and report findings;
7. Present a summary of a specific topic;
8. Explain how to do something such as cook, sew, assemble, construct, repair or play an instrument;
9. Speak on a selected topic;
10. Persuade someone to do something or to allow you to do something;
11. Present a critique of a film, radio or television program or book;
12. Use the language orally in affective contexts.

3. Reading

At the end of Grade 12, the student will be able to:

1. Read silently with comprehension familiar material learned orally;
2. Read aloud familiar vocabulary and global expressions with correct pronunciation, rhythm and intonation;
3. Read silently, with comprehension, recombinations and rearrangements of familiar material;
4. Read for general meaning, material containing some unfamiliar cognates or vocabulary items;

5. Read for specific information and ideas;
6. Read in order to discuss a passage read by answering questions or by citing evidence to support conclusions;
7. Skim for comprehension of major ideas contained in a short text;
8. Read in order to summarize orally or in writing the content of what has been read;
9. Read newspaper and magazine articles for information and/or pleasure;
10. Use a unilingual French and French-English dictionary effectively;
11. Read in order to discuss selections from literature.

4. Writing

At the end of Grade 12, the student will be able to:

1. Recombine familiar vocabulary and structures in sequences of sentences;
2. Write variations of known skits, dialogues and familiar narrative passages;
3. Write dictations based on familiar material learned orally;
4. Write answers to questions which utilize only familiar vocabulary;
5. Write guided compositions based on responses to questions from visual and oral cues;
6. Write answers to questions;
7. Write compositions;
8. Write a social letter;
9. Write a business letter.

5. Cultural Understanding

At the end of Grade 12, the student will be able to:

1. Demonstrate knowledge of francophone culture in Canada, France and other countries;
2. Describe differences and similarities between these francophone cultures and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings or emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities;
6. Research an area of personal interest.

E. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate curriculum guide.*

The objectives and content are selected on the basis of these categories of language use:

* *Nine-Year French Program Curriculum Guide*, Alberta Education, 1980.
Six-Year French Program Curriculum Guide, Alberta Education, 1980.
Three-Year French Program Curriculum Guide, Alberta Education, 1980.

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possessions
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

F. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

G. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statement and minimum expectations will have been acquired by the end of Grade 12. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

H. MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 10, 11 and 12, but specific topics within each theme are elective:

1. CONVENTIONS
2. ROLE OF THE FAMILY IN SOCIETY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

To summarize, the core or mandatory components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING

2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS
4. THE MAJOR CULTURAL THEMES.

The elective components consist of:

1. THE SUGGESTED VOCABULARY
2. THE SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.

These elective components are found in the appropriate curriculum guide.

I. PRESCRIBED RESOURCES

1. Three-Year Program

1. Valette, R.M. and J-P., *French for Mastery*, (D.C. Heath and Co., Toronto: 1975), Books 1 and 2.
2. (a) Valdman et al, *Çon et Sens*, 2nd Edition, (Scott, Foresman and Co., Oakland: 1977).
- (b) Valdman et al, *Scènes et Séjours*, 2nd Edition, (Scott, Foresman and Co., Oakland: 1977).
3. *Nos Amis*, French 1, and *Le Monde des Jeunes*, French (Harcourt Brace Jovanovich, Inc., Publishers: 1980. In Canada: Academie Press Canada Ltd.)

2. Six-Year Program (Senior High)

1. Calvé, R. et al, *Le Français International*, 2nd Version, (Centre Educatif et Culturel Inc., Montréal: 1974), Books 3 to 5.

3. Nine-Year Program (Senior High)

1. Nuffield Schools Council, *En Avant (A Votre Avis)*, (J.M. Dent and Sons (Canada) Ltd., Toronto: 1974), Stages 5, 6 and 7.
2. Kerr, D. et al, *Ici on Parle Français*, (Prentice-Hall Canada Ltd., Scarborough: 1970), Levels 4 and 6.
3. Kenny, M. et al, *Passeport Français*, (D.C. Heath Canada Ltd., Toronto: 1973), Levels 5 to 8.

II. THE 1974 PROGRAM

A. SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL ONE

The curriculum outline included on Pages 8-27 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the French language, and it may occur at any grade(s) of the student's career in the

* *French as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

- a) a three-year program in the junior high school;
- b) a two-year program in the junior high school, equivalent in time exposure to three years of study;
- c) a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. French 20. **In schools where the students have been exposed to more than the core content required of LEVEL ONE, it is suggested that students register in French 11 when it is offered.**

B. SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL TWO

The curricular outline included on Pages 29-38 of the curriculum guide* identifies the language content to which students will be exposed during the intermediate level of language learning and suggests the linguistic and attitudinal behaviours expected of these students at the end of that level.

This intermediate level is considered to be LEVEL TWO. The completion of LEVEL TWO should be equated with successful achievement in French 20 and French 30. **In schools where French 11 and 21 are offered, LEVEL TWO is considered to be equivalent to the successful completion of these two courses.**

Note: At the end of LEVEL TWO, students are expected to have mastered the vocabulary of *Le Français Fondamental, Premier Degré*,** along with the language content suggested for LEVEL TWO in the curriculum guide.

C. SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL THREE

The curricular outline included on Pages 40-43 of the curriculum guide* identifies the language content to which students will be exposed during the advanced level of language learning and suggests the linguistic and attitudinal behaviours expected of these students at the end of that level.

The advanced level is considered to be LEVEL THREE, and its implementation as a course should reflect an emphasis on cultural understanding and an appreciation of the way of life of French-speaking peoples, especially those living in Canada, rather than an exclusive focus on the continued development of linguistic skills. **French 31 is the course to be implemented at LEVEL THREE.** Either French 21 or French 30 is a prerequisite or corequisite for French 31.

French 31:

French 31 is intended to further the objectives suggested for the learning of a second language, namely cultural understanding and effective communication. French 30 is a prerequisite or a corequisite of French 31, although in schools where French 11 and French 21 are available, it will be offered to students who have successfully completed French 21.

**French as a Second Language.*

**Available from the School Book Branch.

The language content and the linguistic and attitudinal behaviours outlined in Level Three of the curriculum guide contain the basic core suggested for the advanced program in French.

Principles, guidelines and suggested instructional materials for implementing French 31 are included in the document entitled, *French 31, Supplement to French as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

D. RECOMMENDED INSTRUCTIONAL MATERIALS*

The outline of language content and linguistic and attitudinal behaviours for LEVELS ONE and TWO in the curriculum guide for French contains the basic core suggested for an initial and intermediate program in this language. Teachers are advised to examine the instructional materials and select structures, concepts and expressions that correspond to the Program of Studies and curriculum guide. As lessons vary in substance, it is important to avoid a materials-centered, page-by-page, lesson-by-lesson coverage.

In schools where students continue into French 11 and French 21, it is recommended that students be exposed to more than this suggested core and that they be given opportunities to develop greater fluency in French than if they were to continue with French 20 and French 30.

No core is suggested for French 11 and French 21, but students completing French 11 should have been exposed to a core at least equivalent to French 20, while students in French 21 should have been exposed to a core at least equivalent to French 30. It is also expected that students having completed French 21 will be more proficient in French than students having completed French 30.

French 10:

French for Mastery, Level 1.

French 20:

French for Mastery, Level 2

French 30:

French for Mastery, Level 3.

French 11:

Le Français International, Deuxième version (Book 4)

French 21:

Le Français International, Deuxième version (Book 5)

* In schools employing more than one instructional series in a sequential second language program, it is recommended that a curriculum plan be prepared to include objectives, content areas and evaluation procedures for each course. This would help to avoid duplication of content and would ensure continuity in a sequential program.

UKRAINIAN AS A SECOND LANGUAGE

At the senior high level, two programs are available for Ukrainian as a Second Language:

- a) a three-year program;
- b) the senior high portion of a six-year program.

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning Ukrainian and are intended to enable the student:

1. To acquire basic communication skills in Ukrainian by:
 - 1.1 developing the receptive skills of listening, reading and viewing;
 - 1.2 developing the expressive skills of speaking and writing.
2. To develop cultural sensitivity and enhance personal development by:
 - 2.1 becoming more aware of his own cultural heritage through exposure to Ukrainian;
 - 2.2 developing a positive attitude towards people who speak another language through meaningful exposure to the Ukrainian language and culture;
 - 2.3 developing a greater awareness and appreciation of cultural values and lifestyles in Canada and in other countries;
 - 2.4 becoming aware of, and appreciating, through instruction and direct experiences, the valuable contributions of Ukrainian-speaking people to civilization.
3. To develop each student's originality and creativity in language by:
 - 3.1 enabling him to apply his skills to new and meaningful situations;
 - 3.2 enabling him to express his own ideas and feelings;
 - 3.3 enabling him to discover a new dimension of his personality.
4. To acquire additional concepts and generalizations about language and language learning by:
 - 4.1 recognizing the basic structural similarities and differences between Ukrainian and other languages;
 - 4.2 acquiring some knowledge of the structure and function of languages;
 - 4.3 developing an awareness of regional, social and functional variations of spoken and written Ukrainian;
 - 4.4 developing a conscious knowledge of the skills and strategies used in learning a second language.
5. To develop a desire to extend or improve his proficiency in Ukrainian through further language study whether for travel, interest, social needs, post-secondary requirements or vocational needs.

B. THREE-YEAR PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 10, 11 AND 12

The following minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content:

1. Listening Comprehension

Upon completion of Grade 12, the student will be able to:

1. Distinguish phonetic differences which affect meaning such as accent changes and case endings;
2. Perceive in the intonation and stress patterns used by the speaker, his intents, feelings or emotions;
3. Demonstrate accurate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
4. Comprehend new combinations of structure and vocabulary of the program, including simple and complex sentences, dialogues and short paragraphs;
5. Understand a variety of speakers in structured situations;
6. Understand the general meaning of material containing a limited number of unfamiliar lexical items or readily understood cognates.

2. Speaking

Upon completion of Grade 12, the student will be able to:

1. Produce acceptable pronunciation, intonation, stress and euphonic patterns;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Ask for information on a specific topic;
4. Produce a sentence by recombining known elements;
5. Describe a familiar situation;
6. Relate a sequence of actions or ideas;
7. Summarize the main ideas of a familiar situation;
8. Express his own ideas and feelings within the range of his language experience and areas of interest.

3. Reading

Upon completion of Grade 12, the student will be able to:

1. Read aloud new combinations of familiar material and material containing some new semantic elements demonstrating correct sound-symbol correspondence, word groupings, basic intonation patterns and accents;
2. Read silently with comprehension:
 - 2.1 familiar material learned orally,
 - 2.2 new combinations and rearrangements of familiar materials,
 - 2.3 material containing some vocabulary whose meaning can be inferred;

3. Read for information based on themes for which vocabulary has been learned.

4. Writing

Upon completion of Grade 12, the student will be able to:

1. Produce new combinations or variations of given elements from sequentially developed exercises;
2. Respond to given questions based on previously learned material and on reading texts;
3. Write from dictation sentences containing new combinations of learned written material;
4. Make required variations (person, number, time) in given sentences;
5. Write a sequence of sentences from a given outline, from a list of linguistic elements or from visual and oral cues;
6. Express himself in simple original sentences within the limits of the linguistic content specified in the program.

5. Cultural Understanding

At the end of Grade 12, the student will be able to:

1. Relate factual cultural information that has been learned;
2. Recognize the significance of simple gestures, facial expressions, intonations and stress patterns used by the speaker to convey his intents, feelings and emotions;
3. Recognize connotative meanings of familiar vocabulary;
4. Speak and write about differences and similarities within Ukrainian culture;
5. Recognize current manifestations of Ukrainian culture;
6. Interpret everyday cultural patterns;
7. Use common conventions.

C. SIX-YEAR PROGRAM — MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING, GRADES 10, 11 AND 12

The minimum expectations for skill development and cultural understanding are considered to be part of the core or mandatory content. The following expectations are generally arranged by order of increasing difficulty.

1. Listening Comprehension

By the end of Grade 12, the student, by listening, will be able to:

1. Distinguish phonetic differences within the Ukrainian sound system;
2. Demonstrate understanding of familiar questions, statements and instructions which incorporate the basic elements of the program;
3. Demonstrate understanding of new combinations of structures and vocabulary of the program;
4. Grasp the general meaning of material containing cognates and a limited number of unfamiliar lexical terms;
5. Understand a variety of speakers in structured situations;

(Revised 1981)

6. Perceive in the intonation and stress patterns used by the speaker, his intents, feelings or emotions;
7. Understand the general meaning of material containing some unfamiliar cognates or vocabulary items;
8. Recognize specific information and ideas;
9. Demonstrate understanding of weather reports, newscasts, speeches and stories by answering general questions orally and in writing;
10. Demonstrate the ability to understand the intent and attitude of the speaker;
11. Demonstrate the ability to perceive levels of language usage: formal, informal, colloquial, regional;
12. Discuss a passage by answering questions, by selecting the major ideas, and by citing evidence to support conclusions.

2. Speaking

By the end of Grade 12, the student will be able to:

1. Produce accurately Ukrainian sounds, intonation, rhythm, stress patterns, elision and liaison;
2. Respond orally to cues which require the use of basic linguistic elements of the program;
3. Produce a sentence by recombining known elements;
4. Describe a familiar situation;
5. Relate a sequence of actions or ideas;
6. Summarize the main ideas of a familiar situation;
7. Ask for needed information on a specific topic;
8. Express some of his own ideas and feelings and relate personal experiences within the range of his language experience and areas of interest;
9. Interview someone and report findings;
10. Present a summary on a specified topic;
11. Explain how to do a practical activity such as to cook, assemble, construct, repair or play an instrument, buy and sell something;
12. Speak on a selected topic;
13. Exchange ideas in a conversation or discussion.

3. Reading

By the end of Grade 12, the student will be able to:

1. Read aloud recombinations of familiar material, demonstrating correct sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
2. Read aloud materials containing some new semantic elements demonstrating the ability to apply generalizations about sound-symbol correspondences, word groupings, basic intonation patterns and rhythm;
3. Read silently with comprehension:
 - 3.1 familiar material learned orally,

(Revised 1981)

- 3.2 recombinations and rearrangements of familiar materials,
- 3.3 material containing cognates, punctuations, contextual clues and a limited number of unfamiliar lexical items;
- 4. Read for information, themes for which vocabulary has been learned;
- 5. Read for specific information and ideas;
- 6. Read for major ideas contained in a short text;
- 7. Discuss a passage read by answering questions or by citing evidence to support conclusions;
- 8. Summarize orally or in writing the content of what has been read;
- 9. Read newspaper and magazine articles for information and for enjoyment.

4. Writing

By the end of Grade 12, the student will be able to:

- 1. Copy variations of sentences and phrases learned orally;
- 2. Rearrange words and phrases;
- 3. Produce new combinations and phrases learned orally;
- 4. Answer given questions in writing;
- 5. Write from dictation sentences containing recombinations of learned written materials;
- 6. Express himself in simple original sentences within the limits of the linguistic content specified in the program;
- 7. Make required variations (time, person, number) in given sentences;
- 8. Answer questions in writing based on a text read;
- 9. Write a sequence of sentences from a given outline, from a list of linguistic elements, or from visual and oral cues;
- 10. Write a summary;
- 11. Write a social letter;
- 12. Write a business letter;
- 13. Write a short narrative or descriptive paragraph based on prior reading, oral activity or personal experience.

5. Cultural Understanding

At the end of Grade 12, the student will be able to:

- 1. Relate factual information that has been learned;
- 2. Recognize the significance of simple gestures, facial expressions, intonations and stress patterns used by the speaker to convey his intents;
- 3. Recognize connotative meanings of familiar vocabulary;
- 4. Recognize current manifestations of Ukrainian culture;
- 5. Interpret everyday cultural patterns;
- 6. Use common conventions;
- 7. Demonstrate knowledge of Ukrainian cultures in Canada and in other countries;

8. Recognize similarities and differences in these expressions of culture and his own;
9. Identify some of the values, attitudes and ideas of the target culture.
10. Identify some of the contributions made by Ukrainians to Canadian society.

D. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the Three-year and Six-year Ukrainian Program Curriculum Guides, Alberta Education, 1981.

The objectives and content are selected on the basis of categories of language use. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Destination
6. Describing People and Things
7. Expressing Permission and Desire
8. Expressing Quantity
9. Expressing Time
10. Expressing Possession
11. Expressing Cause and Effect
12. Specification of Persons and Objects
13. Indirect Speech
14. Identification of Person's Nationality

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

E. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

F. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 12.

G. MAJOR CULTURAL THEMES

The following cultural themes are to be developed as part of core content in Grades 10, 11 and 12. (Specific topics within each theme are elective.)

1. CONVENTIONS
2. ROLE OF THE FAMILY AND COMMUNITY
3. ROLE OF EDUCATION IN SOCIETY
4. ROLE OF GOVERNMENT IN SOCIETY
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE UKRAINIAN PEOPLE LIVING IN DIFFERENT COUNTRIES OF THE WORLD
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

In summary, the core components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS
4. THE MAJOR CULTURAL THEMES
5. THE STUDY OF CULTURES OF UKRAINIAN-SPEAKING PEOPLE IN THE WORLD.

The elective components consist of:

1. THE SUGGESTED VOCABULARY
2. THE TOPICS SPECIFIED FOR EACH MAJOR CULTURAL THEME.

These elective components are found in the appropriate curriculum guide.

H. PRESCRIBED LEARNING RESOURCES

1. Three-Year Program

1.1 Grade 10:

Duravetz, G., *Ukrainian Conversational and Grammatical Level 1* (Revised Edition), Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teachers' Association, 1977.

1.2 Grades 11 and 12:

Duravetz, G., *Ukrainian Conversational and Grammatical Level 2*, Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teachers' Association, 1976.

2. Six-Year Program

2.1 Grades 10 and 11:

Duravetz, G., *Ukrainian Conversational and Grammatical Level 2* (Revised Edition), Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teachers' Association, 1976.

2.2 Grade 12:

Stechishin, J.W., *Ukrainian Grammar*, Winnipeg, Manitoba: Trident Press Limited, 1977.

Stechishin, J.W., *Ukrainian by the Audio-Visual Method*, Part Two, Section One and Section Two, Didier, 1975.

GERMAN AS A SECOND LANGUAGE

A. SUGGESTED EXPECTATIONS FOR GERMAN AT THE END OF LEVEL ONE

The curricular outline included on Pages 7-16 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the German language, and it may occur at any grade(s) of the student's career in the secondary school. The attainment of Level One proficiency may occur in a variety of ways, such as the successful completion of:

- a) a three-year program in the junior high school;
- b) a two-year program in the junior high school equivalent in time exposure to three years of study;
- c) a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for Level One.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. German 20.

B. SUGGESTED EXPECTATIONS FOR GERMAN AT THE END OF LEVEL TWO

The curricular outline included on Pages 17-23 of the curriculum guide* identifies the language content to which students will be exposed during the intermediate level of language learning and suggests the linguistic and attitudinal behaviours expected of these students at the end of that level.

This intermediate level is considered to be LEVEL TWO. The completion of LEVEL TWO should be equated with successful achievement in German 20 and German 30.

C. SUGGESTED EXPECTATIONS FOR GERMAN AT THE END OF LEVEL THREE

The curricular outline included on Pages 24-27 of the curriculum guide* identifies the language content to which students will be exposed during the advanced level of language learning and suggests the linguistic and attitudinal behaviours expected of these students at the end of that level.

The advanced level is considered to be LEVEL THREE, and its implementation as a course should reflect a greater concern for cultural understanding and an appreciation of the German way of life rather than an exclusive focus on the continued development of linguistic skills. **German 31 is the course to be implemented at LEVEL THREE.** German 30 is a prerequisite or co-requisite for German 31.

* *German as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

German 31:

German 31 is intended to further the objectives suggested for the learning of a second language, namely cultural understanding and effective communication. German 30 is a prerequisite or corequisite for German 31.

The language content and the linguistic and attitudinal behaviours outlined in Level Three of the curriculum guide contain the basic core suggested for the advanced program in German.

Principles, guidelines and suggested instructional materials for implementing German 31 are included in the document entitled, *German 31, Supplement to German as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

D. RECOMMENDED INSTRUCTIONAL MATERIALS*

The outline of language content and linguistic and attitudinal behaviours for LEVELS ONE and TWO in the curriculum guide for German contains the basic core suggested for an initial and intermediate program in this language. Teachers are advised to examine the instructional materials and select structures, concepts and expressions that correspond to the Program of Studies and curriculum guide. As lessons vary in substance, it is important to avoid a materials-centred, page-by-page, lesson-by-lesson coverage.

German 10:

A-LM, Level One (Second Edition).

or

Verstehen und Sprechen, 1962.

or

Verstehen und Sprechen, 1970.

German 20:

A-LM, Level One (Second Edition), and *A-LM*, Level Two (Second Edition).

or

Verstehen und Sprechen, 1962.

or

Verstehen und Sprechen, 1970, and *Sprechen und Lesen*, 1963.

or

Foundation Course in German (Revised Edition).

German 30:

A-LM, Level Two (Second Edition)

or

Foundation Course in German (Revised Edition)

See also "Additional Resources."

* *German as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

* In schools employing more than one instructional series in a sequential second language program, it is recommended that a curriculum plan be prepared to include objectives, content areas and evaluation procedures for each course. This would help to avoid duplication of content and would ensure continuity in a sequential program.

LATIN AS A SECOND LANGUAGE

A. OBJECTIVES

The specific objective of a program in any second language is to enable the learner to acquire a proficiency in a language other than his own tongue. For the study of Latin, this takes the form of gaining proficiency in:

- a) reading and understanding Latin;
- b) learning more about his own language;
- c) learning about the ancient world and its values;
- d) comparing and contrasting his own values with those of the ancient world;
- e) appreciating the immense contribution of Latin to the English vocabulary.

B. SUGGESTED COURSE CONTENT IN THE SENIOR HIGH SCHOOL GRADES

1. Latin 10

Text:

Breslove and Hooper, *Latin for Canadian Schools*.

Suggested Course Content:

Lessons 1-27 inclusive. The last exercises in each lesson need not be emphasized, but knowledge is essential of the first three declensions of nouns; the cases of nouns and their functions; the three declensions of adjectives; the four conjugations in the active in all tenses of the indicative, the imperative, the infinitive; questions, connectives; subordinate clauses with "ubi," "antequam," "simulat que," "cum primum," "dum," "si nis" and "cum;" prepositions; place and time expressions.

2. Latin 20

Text:

Breslove and Hooper, *Latin for Canadian Schools*.

Suggested Course Content:

Lessons 28-55 inclusive. The last exercises in each chapter need not be emphasized. Derivative studies should be done orally. Relative, interrogative, demonstrative, reflexive and intensive pronouns should be taught for reading recognition and use rather than have the students memorize the paradigms.

3. Latin 30

Text:

Breslove and Hooper, *Latin for Canadian Schools*.

Suggested Course Content:

Lessons 56-58 inclusive. The English to Latin should be reduced to a minimum. Omit recall and grammatical work on adverbs of place, compounds of fero, and subordinate clauses in indirect discourse.

(Revised 1981)

NOTE: The Breslove and Hooper text is satisfactory for studying the core material in grammar, but in order to allow flexibility in the Latin program, it is suggested that the teachers be encouraged to utilize a large number of resource materials which emphasize the development of reading comprehension. In addition to the text, Latin readings in the following are examples recommended for this purpose, but this list is not exclusive. Of these, only *Selective Latin Readings* by Taylor and Prentice can be obtained through the School Book Branch. The others are available through the publishers only.

Selected Latin Readings — B. C. Taylor and K. E. Prentice. Dent.

Using Latin — J. Gunmere. Longman

Lingua Latina — H. O. Oerberg. Nature Method Language Institute (110 East - 42 Street, New York) (Vol. I and II).

Civis Romanus — J. M. Cobban and R. Colebourne. Methuen.

Sodales Duo — A. O. Nash-Williams. Cambridge University Press.

First Year Latin — C. Jenny. Macmillan.

Romani Apud Se — G. C. Lightfoot. Macmillan.

Elementary Latin Translation Book — Rev. A. E. Hallard. Copp Clark.

Tironibus — G. M. Lyne. Edward Arnold, London, England.

Balbus — G. M. Lyne. Edward Arnold, London, England.

First Reading Book — G. M. Lyne. Edward Arnold, London, England.

Collins' Latin Dictionary — Collins, Toronto.

- NOTE: 1. Students who have successfully completed the minimum content suggested for the Junior High School Latin program should register in Latin 20.
2. Teachers who are recommending students for Latin 20 should ensure that the suggested course content for Latin 10 as outlined in the Program of Studies has been completed.

MATHEMATICS

Goals of the Senior High School Mathematics Program

Although the different courses of the senior high school mathematics program have different specific objectives, the goals of the senior high mathematics program are set forth in relation to three main expectations and needs: those of the individual, those of the discipline of mathematics and those of society at large. They are listed as follows:

Student Development

- a) To develop in each student a positive attitude towards mathematics.
- b) To develop an appreciation of the contribution of mathematics to the progress of civilization.
- c) To develop the ability to utilize mathematical concepts, skills and processes.
- d) To develop the powers of logical analysis and inquiry.
- e) To develop an ability to communicate mathematical ideas clearly and correctly to others.

Discipline of Mathematics

- a) To provide an understanding that mathematics is a language using carefully defined terms and concise symbolic representations.
- b) To provide an understanding of the concepts, skills and processes of mathematics.
- c) To provide an understanding of the common unifying structure in mathematics.
- d) To furnish a mode of reasoning and problem solving with a capability of using mathematics and mathematical reasoning in practical situations.

Societal Needs

- a) To develop a mathematical competence in students in order to function as citizens in today's society.
- b) To develop an appreciation of the importance and relevance of mathematics as part of the cultural heritage that assists people to utilize relationships that influence their environment.
- c) To develop an appreciation of the role of mathematics in man's total environment.

Mathematics 10, 20, 30, 31

This sequence of courses is designed for students in the academic pattern. The content is such that successful students may enter the university or a technical institute. These courses also contribute to general education.

MATHEMATICS 10, 13

New course objectives for Mathematics 10 and 13 have been approved for use on a mandatory basis in Alberta schools commencing August 25, 1981.

The objectives listed below comprise the basic outline for Mathematics 10 and 13. The teacher should feel free to supplement these with additional topics if he so desires. Teachers should consult the curriculum guide for additional information regarding course emphasis, structure and organization.

(Revised 1981)

References:

Mathematics 10

Prescribed References:

- 1. *Math is 4* — Thomas Nelson, 1979.
- 2. *Holt Mathematics 4* — Holt, Rinehart & Winston, 1980.

Recommended Reference:

- 1. *Foundations of Mathematics for Tomorrow* — McGraw-Hill Ryerson, 1977.

Mathematics 13

Prescribed References:

- 1. *Mathematics for a Modern World: Book 2* — Gage, 1975.
- 2. *Applied Mathematics for Today: Introduction, 2nd edition* — McGraw-Hill Ryerson, 1980.

COURSE OBJECTIVES FOR
MATHEMATICS 10 and MATHEMATICS 13

A. "NUMBER SYSTEMS"

Math 13	Math 10	Common Core
		1. Identify numbers as natural, whole, integral and rational.
		2. Add, subtract, multiply and divide rational numbers.
		3. Convert a rational number from decimal form to fraction form $\frac{a}{b}$ and vice versa.
		4. Apply percentage to consumer-related problems: (a) simple interest (b) discounts and mark-ups (c) commissions
		5. Apply percentage to the calculation of compound interest.
		6. Identify rationals as: (a) infinite repeating decimals (b) terminating decimals

			7. Identify irrationals as: (a) infinite non-repeating decimals (b) square roots of numbers which are not perfect squares (c) special cases such as π
			8. Represent the relation between natural numbers, whole numbers, integers, rationals, irrationals and reals by a pictorial diagram.

B. "EQUATIONS AND GRAPHING"

			1. Maintain skills in solving first degree equations with rational coefficients.
			2. Solve word problems whose solutions are based on first degree equations with rational coefficients.
			3. Identify and use the terms: quadrant, origin, axis, coordinate, ordered pair, abscissa and ordinate.
			4. Recognize and graph ordered pairs.
			5. Maintain skills of graphing: (a) one variable first degree equations (b) two variable first degree equations
			6. Apply the skills of graphing two variable first degree equations to practical problems.

C. "PRESENTATION OF DATA AND DESCRIPTIVE STATISTICS"

			1. Collect and organize data via various types of graphs. (a) Collect various types of data (b) Group data into classes (c) Determine the frequency of each class (d) Define class width (interval), class boundaries and class marks. (e) Graph data
			2. Calculate the mean, median and mode for given data.
			3. Select the most suitable of the three types of averages for a given set of data.
			4. Define the following terms: raw data, sample, population and measure of central tendency.

D. "VARIATION"

			1. Identify direct variation.
			2. Identify inverse variation.
			3. Identify partial variation.

			4. Solve problems based upon direct, inverse and partial variation.
			5. Find the constant of proportionality for a given variation.

E. "EXPONENTS AND RADICALS"

			<p>1. Utilize the following laws of exponents: Where $a, b \in \mathbb{I}; x, y \in \mathbb{R}; x \neq 0, y \neq 0$</p> $x^a \cdot x^b = x^{a+b}$ $x^a \div x^b = x^{a-b}$ $(x^a)^b = x^{ab}$ $(xy)^a = x^a y^a$ $\left(\frac{x}{y}\right)^a = \frac{x^a}{y^a}$ $x^0 = 1$ $x^{-a} = \frac{1}{x^a}$
			2. Transform a number in decimal form to scientific (standard) notation and vice versa.
			3. Perform the operations of multiplication and division on numerals expressed in scientific notation.
			4. Use the laws of exponents, where $a, b = \frac{1}{2}, \frac{1}{3}$
			5. Utilize the terms radical, radicand and radical sign when $a \in \mathbb{Q}$.
			<p>6. Utilize the definition $\frac{a}{x^b} = \sqrt[b]{x^a}$ where $b = 2, 3; x \in \mathbb{R}$</p>

F. "POLYNOMIALS"

			<p>1. Know and be able to use the following terms:</p> <ul style="list-style-type: none"> (a) algebraic expression (b) term (c) factor (d) monomial (e) binomial (f) trinomial (g) polynomial (h) coefficient (i) degree
			2. Evaluate a polynomial for given values of the variables.
			3. Add and subtract polynomials.

			4. Multiply: (a) monomial x monomial (b) monomial x binomial (c) monomial x trinomial (d) binomial x binomial
			5. Write the expansions of $(P + Q)^2$, $(P - Q)^2$ and $(P - Q)(P + Q)$ and recognize them as general cases.
			6. Recognize and factor a polynomial with a common factor where the common factor may be: (a) a monomial (b) a binomial
			7. Factor a trinomial of the form $ax^2 + bx + c$; $a, b, c, \xi \in \mathbb{I}$.
			8. Factor polynomials of the form $P^2 - Q^2$
			9. Factor polynomials by using any combination of the methods outlined in objectives 6 through 8.
			10. Divide a polynomial by a: (a) monomial (b) binomial
			11. Simplify rational expressions by factoring.
			12. Perform the operations of multiplication and division with rational expressions.
			13. Perform the operations of addition and subtraction of rational expressions with: (a) the same denominators (b) different denominators
			14. Determine permissible and non-permissible values of the variables in rational expressions.
			15. Determine the zeros of a polynomial of one variable by factoring.
			16. Solve equations involving rational expressions.

G. "TRIGONOMETRY"

			1. Find the unknown sides in similar triangles.
			2. Apply similar triangles to practical problems: e.g., height of a building, distance across a river, etc.
			3. Define sine, cosine and tangent functions for right angle triangles.

			4. Find the trigonometric ratios of acute angles in the right triangle when the sides are given.
			5. Determine the trigonometric ratios for a given acute angle.
			6. Determine the measure of an acute angle, given the trigonometric ratios.
			7. Solve problems based on right triangles using trigonometric ratios.

H. "GEOMETRY"

			1. Recognize and use the following terms associated with angles: vertex, side(ray), degree, straight angle, right and acute, obtuse, reflex, adjacent, complementary, supplementary.
			2. Recognize and use the following terms associated with triangles: equilateral, equiangular, isosceles, scalene right, hypotenuse.
			3. Use Pythagoras Theorem to solve right triangles and associated problems.
			4. Recognize and use the following terms associated with polygons: quadrilateral, trapezoid, parallelogram, rectangle, rhombus, square, regular, diagonal.
			5. Recognize and use the following terms associated with parallel lines: transversal, corresponding angles, alternate angles, interior angles.
			6. Recognize and use the following terms: congruency, similarity, perpendicular bisector.
			7. Measure an angle with a protractor.
			8. Construct an angle congruent to a given angle.
			9. Construct the bisector of a given angle.
			10. Construct a perpendicular to a given line segment: (a) at a given point on a segment (b) through a point not on the same segment
			11. Construct the right bisector of a line segment.
			12. Construct a line parallel to a given line.
			13. Recognize that a formal, axiomatic development requires: (a) undefined terms (b) definitions (c) assumptions (postulates or axioms) (d) theorems

			14. State, prove and apply these basic theorems of geometry: (a) vertically opposite angle theorem (b) congruence of triangles using SAS, ASA, SSS (c) isosceles triangle theorem (d) parallel line theorems (e) the sum of the measures of the interior angles is 180° .
			15. Apply the basic theorems to solve problems involving numerical applications.
			16. Solve problems related to vertically opposite angles.
			17. State and apply conditions for congruence of triangles — SAS, SSS, ASA
			18. State conditions for similarity and solve related problems.
			19. State the conditions for parallelism and apply to related problems.
			20. State and apply area formulas for triangles, rectangles, squares, parallelograms, trapezoids.
			21. Solve problems involving numerical applications of the relationships and conditions described in objectives 16 to 20.

MATHEMATICS 20, 23

New course objectives for Math 20, 23 have been approved for use on an optional basis in Alberta Schools commencing August 25, 1981. The new courses are scheduled for mandatory implementation, August 25, 1982. Schools not wishing to implement the 1981 courses objectives at this time will follow the 1971 program.

Course Outline (1971)

The following topics indicate a suggested program of mathematics. Specific topics as they relate to chapters from a textbook are not indicated and teachers may use appropriate materials that appear to fit the interests, needs and abilities of their students. In cases where students follow the Mathematics 13, 23 sequence, attention should be given to those topics in Mathematics 13 that are prerequisite to Mathematics 23. The Curriculum Guide lists additional resource materials.

A. Descriptive Statistics

1. Definition, significance and relevance of statistics in modern society
2. Operations with significant digits and approximate numbers
3. Measures of central tendency
4. Applications

(Revised 1981)

B. Geometry

1. Angles
2. Congruency
3. Similarity
4. Polygons: areas, polygonal regions
5. Parallel lines
6. Pythagorean Theorem

C. Trigonometry

1. Triangle similarity: Pythagorean Theorem
2. Angle measurement
3. Trigonometric ratios
4. Applications

D. Algebra

1. Fundamental operations — polynomials
2. Factoring
3. Fundamental operations — rational expressions
4. Exponents, scientific notation
5. Real Number Plane: Structure, graphs of linear equations, graphs of linear systems
6. Algebraic solution of linear systems
7. Relations, variation

MATHEMATICS 20 (1971)

Recommended Texts

Nichols, Eugene D., Ralph T. Heimer, and E. Henry Garland. *Modern Intermediate Algebra*. Revised edition. Holt, Rinehart and Winston of Canada, Ltd., 1969.

Wilcox, Marie S. *Geometry, A Modern Approach*. Addison-Wesley Publishing Company, 1968.

or

Jurgensen, Ray C., John E. Maier, and A.J. Donnelly. *Modern Basic Geometry*. Markham, Ontario: Houghton Mifflin Canada, Ltd., 1975.

Objectives (1971)

1. To extend the students' understanding of algebraic processes.
2. To develop understanding and skill in the use of relations, and linear, quadratic, exponential and logarithmic functions.
3. To encourage students to discover mathematical truths and patterns for themselves.
4. To extend geometrical concepts to include circles, polygons, proportion and space geometry.

Course Outline (1971)

The topics listed below should comprise the minimum course for Mathematics 20. Teachers should consult the Curriculum Guide for teaching suggestions and a list of teacher references.

I. Algebra

- A. **Relations and Functions:** Functional notation, composition of functions, inverse relations and functions, proportion.
- B. **Quadratic Functions:** The general quadratic function, completing the square, applications.
- C. **Quadratic Equations and Inequalities:** Quadratic formula, properties of roots, fractional and radical equations, quadratic inequalities.
- D. **Complex Number System:** Properties of the complex numbers; quadratic equations with complex solutions.
- E. **Solution Sets of Systems:** Independent, inconsistent and dependent systems, comparison, substitution and addition methods of solving systems of equations.
- F. **Logarithmic Functions:** Scientific notation, approximating products, quotients, powers and roots, exponential equations, change of base.

II. Geometry

- A. **Quadrilaterals:** Parallelograms, Right Triangle Theorem, Triangle Inequalities.
- B. **Space Geometry:** Lines and planes in space, perpendicularity and parallelism in lines and planes, distance in space, dihedral angles.
- C. **Ratio, Proportion, Similarity:** Proportionality, proportional segments, similar triangles, square root, geometric mean, Pythagorean Theorem.
- D. **Circles and Spheres:** Tangents, chords, arcs, secants.

MATHEMATICS 23 (1971)

Text

Dean, J. E. and W. Ronald Graham. *Principles of Mathematics*, Book II. Holt, Rinehart and Winston of Canada, Ltd., 1969.

Objectives

1. To assist the student in the learning process by developing mathematical concepts through an inductive approach.
2. To use applications from various areas such as mensuration, science and the real world, for the purpose of reinforcing concepts.
3. To develop powers of analyzing problems and presenting solutions in a clear manner.
4. To develop and maintain an understanding of the operations and concepts of mathematics by using an essential core supplemented by exploratory topics.

(Revised 1981)

5. To develop and maintain skill in mathematical operations by these means.

Course Outline (1971)

The following general topics indicate the program in Mathematics. See the Curriculum Guide for additional useful materials.

A. Algebra

1. The set of real numbers
2. Exponents, radicals, logarithms
3. The slide rule
4. Quadratic equations
5. Equation systems: Inequalities, linear programming
6. Applications

B. Geometry

1. Nomenclature and relationships of the circle

C. Trigonometry

1. Six basic trigonometric functions
2. Trigonometric functions of special and quadrantal angles
3. Graphs
4. Applications

D. Probability

MATHEMATICS 20, 23 (1981)

Schools should consult the 1981 Interim Curriculum Guide for Mathematics for further information regarding course structure, organization, emphasis and additional ideas. Please note, the new Mathematics 20 and 23 courses introduce an elective component to the program for the first time.

COURSE OBJECTIVES FOR MATHEMATICS 20 AND MATHEMATICS 23 (1981)

A. RADICALS

MATH 20	MATH 23	COMMON CORE
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			1. Review the basic laws of exponents.
			2. Identify each part of a radical expression.
			3. Maintain previous skills.
			4. Simplify radical expressions.
			5. Perform the four basic operations on radicals of the form $\sqrt[b]{x}$, $b = 2, 3$.
			6. Rationalize radical denominators that are monomials and binomials.
			7. Solve radical equations containing one radical in one variable.
			8. Solve radical equations containing two radicals in one variable.

B. POLYNOMIALS

			1. Maintain previous skills in algebraic operations.
			2. Maintain previous skills of factoring.
			3. Maintain previous skills of solving linear equations with one unknown.
			4. Factor polynomials of the form $p^3 \pm q^3$
			5. Factor polynomials which are incomplete squares.
			6. Factor polynomials by the grouping method.

C. COORDINATE GEOMETRY

			1. Maintain previous skills related to the following: quadrants, axis, origin and ordered pairs.
			2. Determine the distance between two points.
			3. Determine the coordinates of the midpoint of a line segment.
			4. Determine the slope of a line passing through two given points.

			5. State the relationship between slopes of: a. parallel lines b. perpendicular lines
			6. Graph lines whose equations are in the form $Ax + By + C = 0$ or $y = mx + b$ by: a. using ordered pairs b. using the intercepts c. using the slope and y-intercept
			7. Interpret graphs of straight lines.
			8. Use the slope test to determine whether three points are collinear.
			9. State the intercepts of a line by examining the graph.
			10. Determine the intercepts of a line from its equation.
			11. Write an equation and draw the graph of: a. a vertical line b. a horizontal line
			12. Write an equation of a line and draw its graph given the slope and a point on the line.
			13. Write the equation of a line passing through a given point and a. parallel to a given line b. perpendicular to a given line
			14. Given two points: a. draw the graph of the line passing through them b. write the equation of the line passing through them

D. PRESENTATION OF DATA AND DESCRIPTIVE STATISTICS

			1. Maintain previous skills.
			2. Draw histograms and cumulative frequency histograms (ogives).
			3. Demonstrate how to obtain medians, quartiles and percentiles (graphically and from grouped data).
			4. Determine the dispersion of a variable by: a. using percentiles b. calculating the standard deviation

E. RELATIONS AND FUNCTIONS

			1. Define a relation.
			2. Define the domain and range of a relation and its inverse.

			3. Determine the inverse of a relation.
			4. State the relationship between the domain and range of a relation and the domain and range of its inverse.
			5. State the relationship between the graph of a relation and the graph of its inverse.
			6. Define a function.
			7. Use the functional notation $f(x)$ in defining a function.
			8. For particular values of x , find $f(x)$.
			9. Define and graph a linear function.

F. QUADRATIC FUNCTIONS, EQUATIONS & APPLICATIONS

			1. Identify and express quadratic functions in the form $y = ax^2 + bx + c$ where $a, b, c \in \mathbb{R}$, $a \neq 0$.
			2. Identify and express quadratic equations in the form $ax^2 + bx + c = 0$ where $a, b, c \in \mathbb{R}$, $a \neq 0$.
			3. Graph a quadratic function using a table of values.
			4. Find the vertex, axis of symmetry, domain, range and maximum or minimum value of a quadratic function from its graph.
			5. Use the formula for vertex and axis of symmetry if the quadratic function is given in the form $y = ax^2 + bx + c$.
			6. State the relationship between the graph of a quadratic function and the roots of the corresponding equation.
			7. Write quadratic equations in the form $ax^2 + bx + c = 0$ and specify the value of a, b, c .
			8. Use the method of completing the square of a quadratic function to find the vertex, axis of symmetry, range and maximum or minimum value. Draw the graph using this information.
			9. Solve problems involving the maximum or minimum value of a quadratic function.
			10. Compute the real roots of a quadratic equation by: a. factoring b. using the quadratic formula c. completing the square
			11. Define and evaluate the discriminant of a quadratic equation.
			12. State the nature of the roots by examining the discriminant.

			13. Solve problems whose solutions are based on quadratic equations.
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G. SYSTEMS OF EQUATIONS

			1. Solve linear systems of equations both algebraically and graphically.
			2. Identify systems as having many solutions, one solution or no solution.
			3. Solve problems based on the solution of systems of equations.
			4. Solve linear-quadratic and two-quadratic systems.

H. GEOMETRY

			1. Define and illustrate the following terms related to the circle: radius, chord, interior, exterior, arc, semi-circle, segment, sector, central angle, inscribed angle, secant line and tangent line.
			2. Discover by experimentation the following circle relationships: <ul style="list-style-type: none"> a. A line through the centre of a circle and the midpoint of a chord is perpendicular to the chord. (Converses should also be considered). b. The measure of an inscribed angle is half the measure of the central angle subtended by the same arc (or congruent arcs). c. Inscribed angles subtended by the same arc (or congruent arcs) are congruent. d. An angle inscribed in a semi-circle is a right angle. e. A tangent line is perpendicular to the radius drawn to the point of contact. f. Tangent segments drawn to a circle from the same exterior point are congruent.
			3. Solve problems involving numerical applications of the relationships in objective 2.
			4. Apply the following basic theorems: <ul style="list-style-type: none"> a. A line containing the centre of a circle that bisects a chord, which is not a diameter, is perpendicular to that chord. (Include corollaries) b. A tangent line is perpendicular to the radius drawn to the point of contact. c. The measure of an inscribed angle is half the measure of the central angle subtended by the same arc (or congruent arcs).
			5. Construct a tangent to a circle from a given point.
			6. Find the length of an arc given the measures of the central angle and the radius.

			7. Find the area of a sector given the measures of the central angle and the radius.
			8. Solve problems involving numerical applications of the above theorems.

I. TRIGONOMETRY

			1. Maintain previously developed skills in solving right triangles.
			2. Define secant, cosecant and cotangent ratios.
			3. Determine the secant, cosecant and cotangent values of acute angles.
			4. Determine the measure of any acute angle given the secant, cosecant and cotangent ratio.
			5. Solve right triangles using trigonometric ratios.
			6. Solve problems involving right triangles including angles of elevation and depression.
			7. Determine the relative measures of the sides of: a. a 30 - 60 - 90 triangle b. a 45 - 45 - 90 triangle

J. VARIATION

			1. Maintain previous skills of direct, inverse and partial variation.
			2. Identify joint variation.
			3. Solve problems related to joint variation.

REFERENCES — MATHEMATICS 20, 23 (1981)

Mathematics 20

Prescribed References:

Math Is 5, Ebos, F., Tuck, B., Nelson Canada.
Holt Mathematics 5, Fryer, K. D., Dunkley, R. G., Elliott, H. A., Hill, N. J., Mackay, R. J. Holt, Rinehart & Winston Publishing, 1980.

Recommended Reference:

Foundations of Mathematics for Tomorrow: Intermediate, Dottori, D., Knill, G., Stewart, J. McGraw-Hill Ryerson Ltd., S. I. Metric Edition, 1978.

Mathematics 23

Prescribed Reference:

Applied Mathematics for Today: Intermediate, Dottori, D., Knill, G., Seymour, J. McGraw-Hill Ryerson Ltd., S.I. Metric Edition, 1976.

Recommended Reference:

Mathematics for a Modern World, Book 3, Second Edition. Burns, A. G., Pinkney, R. G. Gage Publishing, 1976.

MATHEMATICS 15 - 25 (1975)

Specific Objectives

1. To revitalize interest in mathematics through successful experiences at the student's level of understanding and through the use of novel approaches.
2. To extend the student's knowledge of mathematical operations and his ability to apply these.
3. To develop an understanding of the skills and knowledge necessary to cope with the problems of the consumer.

MATHEMATICS 15 (1975)

Recommended Text

Saake, T. F. & B. Conchie. *Business and Consumer Mathematics*. Addison-Wesley, Don Mills, 1975.

Course Outline

The following topics should be considered as a suggested list only. Teachers should feel free to modify the program to suit the needs and interests of their students. Such modification may include the deletion and/or addition of some topics. In cases where students will follow the Mathematics 15, Mathematics 25 sequence, attention should be given to those topics of Mathematics 15 which are considered as desirable preparation for Mathematics 25. Not all topics listed are treated in the recommended text. Teachers should consult the Curriculum Guide for resource materials.

A. Numeration Systems

B. Basic Algebra

1. Natural numbers, integers, fractions (common and decimal) and rational numbers
2. Ratio and proportion
3. Equations
4. Problem solving through equations
5. Graphing

C. Geometry

1. Measurement
2. Similarity
3. Congruence

(Revised 1981)

D. Probability and Statistics

E. Business Mathematics

- 1. Profit and loss
- 2. Banking services
- 3. Interest

MATHEMATICS 15 - 25 (1981)

A new course outline for Mathematics 15 has been approved for use on an optional basis in Alberta schools, commencing August 25, 1981. The new course outline will become mandatory August 25, 1982. It is anticipated that a new course outline for Mathematics 25 will be available for optional implementation August 25, 1982, with mandatory implementation tentatively scheduled for August 25, 1983.

Schools not wishing to implement the 1981 course outline for Mathematics 15 may continue to follow the 1975 outline noted below:

Prescribed References:

“Mathematics in Life”, Bolster, L.C.; Woodburn, H.D.; Gage Publishing, Metric Edition, 1978.

“Mathematics Plus”, Shaw, B.R.; Denholm R.A.; Shelton, G.H.; Houghton Mifflin Canada, 1980.

COURSE OUTLINE FOR MATHEMATICS 15 — CORE (1981)

A. NUMBER SYSTEM

Section A should be considered as a review for most students, and consideration should be given to the use of calculators in the development of concepts and skills.

PREVIOUS NUMBER SKILLS

TOPICS	APPLICATIONS
1. Estimation and reasonableness of answers: <ul style="list-style-type: none">• In computation as well as problem solving	1. Use of calculators 2. Vacation costs, living costs, education costs and benefits, building costs, repair costs 3. Problem solving skills 4. Games
2. Place value: <ul style="list-style-type: none">• Multiplication and division• Powers of 10	1. Relation to metric system 2. Money notation 3. Writing cheques
3. Basic operations: <ul style="list-style-type: none">• Whole numbers• Decimals• Positive and negative numbers• Single fractions	1. Living expense — food bills, rent, car payments, etc. 2. Banking services — deposit slips, cheques and balances 3. Insurance policies — homeowner, car, life 4. Income tax, monthly statements

(Revised 1981)

4. Order of operations:
 - Four basic operations
 - Use of parentheses
 - Application of the commutative, associative and distributive properties
 - Use of zero and one (concentrate on whole numbers for instructional purposes)
1. Shortcuts in calculations
2. Math skill testing questions on cereal boxes, etc.

B. MEASUREMENT

TOPICS

1. Metric measure:
 - Selection of appropriate units
2. Length:
 - mm, cm, m, km
 - Selection of appropriate units
 - Estimation
 - Measurement
 - Concept of and formulas for perimeter
 - Measuring instruments — ruler, trundle wheel, clippers, micrometer, odometer
 - Conversion — equivalent units within the SI system
 - Application to real world
3. Area:
 - mm^2 , cm^2 , m^2 , km^2 , hectare
 - Selection of appropriate units
 - Estimation
 - Measurements — using a grid, calculation, formula
 - Conversion — equivalent units within the SI system
 - Application to real world
4. Volume:
 - mm^3 , cm^3 , m^3
 - Selection of appropriate units
 - Estimation
 - Measurement — using centimetre cubes, calculation, formula
 - Application to regular solids
 - Conversion-equivalent units within SI system
 - Applications to real world

APPLICATIONS

1. Identify suitable units to measure real objects — carpet size, purchase of produce and other goods, medicine, shoe laces, etc.
1. Estimate and measure length of familiar objects and distance between objects
1. Estimate and measure area of familiar objects (books, desk, room)
2. Estimate area covered by finger, hand, shoe
1. Measure small familiar objects
2. Estimate and calculate volume of large objects

5. Capacity:
 - ML, L
 - Estimation
 - Measurement — standard and irregular containers
 - Conversion — equivalent units within SI system
 - Application to real world
 6. Mass:
 - mg, g, kg, t
 - Selection of appropriate units
 - Estimation
 - Conversion — equivalent units within SI system
 - Application within real world
 - Development of relationship between mass, capacity and volume units
 7. Pressure:
 - Kpa (brief introduction only)
 8. Temperature:
 - Celsius — C°
 - Identification of referent temperatures
1. Build a cubic decimetre
 2. Estimate and measure volume.
Relate to capacity
 1. Measuring — use of balances, scales
 1. Barometric readings
 2. Tire and oil pressure
 1. 30°C hot summer day
150°C oven temperature

It is suggested that the History of Measurement Elective be incorporated into the Measurement Strand (as an introduction).

C. RATIO AND RATE

TOPIC	APPLICATIONS
1. Concept of ratio: <ul style="list-style-type: none"> • As a fraction form for comparison: $\frac{\text{Circumference}}{\text{radius}}$ • Notation: $\frac{C}{r}$ or C:r • Development of equivalent ratios <ul style="list-style-type: none"> — from the concept of equivalent fractions — from similar triangles 	1. Mixture problems 2. Probability — odds 3. Energy consumption 4. Scale drawings 5. Shopping 6. Salaries 7. Sales costs
2. Concept of rate: <ul style="list-style-type: none"> • Per unit form e.g. litres per 100 kilometres, distance per hour 	

(Revised 1981)

3. Percent:
 - a) Concept of percent:
 - Fraction form — denominator 100
 - Other equivalent fraction forms
 - Discounts
 - b) • Percents to decimals
 - Decimals to percents
 - Percents to fractions to percents
1. Circle graphs
2. Scale diagrams
3. Formulae
4. Grading
5. Taxation
6. Other business and commerce examples
7. Media material (newspaper, ads, flyer)
8. Population trends
9. Other real-world forms
10. Forecasting
11. Other subject areas

D. DATA PRESENTATION

TOPICS

APPLICATIONS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Interpretation and application of data from charts and graphs: <ul style="list-style-type: none"> • Include pictograph, circle graph, bar graph 2. Collection and tabulation of data from environmental situations: <ul style="list-style-type: none"> • From experiments • From industrial examples 3. Construction of pictographs, bar graphs, circle graphs, line graphs from data collected | <ol style="list-style-type: none"> 1. Newspapers, other media 2. Sports and other subject areas 3. Weather forecasts 1. School activities 2. Population trends 3. Ethnic groups 4. Others 1. Data on school activities 2. Data on social affairs 3. Data on car sales 4. Data on use of drugs, alcohol, etc. 5. Others |
|---|--|

E. ALGEBRA

TOPICS

APPLICATIONS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Concept of an expression: <ul style="list-style-type: none"> • Identify specific algebraic terminology: constants, variables, terms and factors 2. Evaluating expressions: <ul style="list-style-type: none"> • Substitution into simple expressions and formulas | <ol style="list-style-type: none"> 1. Science formulas:
e.g. $d = rt$, $E = I \times R$
Business formulas:
e.g. $i = prt$
Geometry formulas:
e.g. — area
— perimeter
— volume |
|---|---|

(Revised 1981)

3. Words and algebraic expressions:

- Translate English expressions into algebraic expressions
- Translate algebraic expressions into English expressions

4. Solution of simple equations in one variable:

$$a + x = b$$

$$ax = b$$

$$ax + b = c$$

$$\frac{x}{a} = \frac{b}{c}$$

$$ax + bx = c$$

5. Simple word problems

1. Practical problems in the fields of science, business and technology

MATHEMATICS 15 — ELECTIVES (1981)

A. BANKING SERVICES

TOPICS

SUBTOPICS (areas of application)

1. Bank Accounts

- Savings
- Chequing
- Personal chequing
- Chequing — savings
- Service charges
- Deposits — cheques
- Bank statements
- Interest — simple and compound

2. Loans

- Single payment
- Discount
- Installment
- Credit card
- Debt consolidation
- Education loans
- Interest — simple and compound
- Bankruptcy

3. Other Services

- Safety deposit box
- Travellers' cheques
- Government bonds
- Short term certificates and deposits
- Senior citizen services

4. Banks

- Bank of Canada — role
- Chartered banks — role, service
- Provincial type banks
- Credit Unions

B. PERSONAL SALARIES AND OPERATING COSTS

TOPICS

SUBTOPICS (areas of application)

1. Personal income (wage earner or self-employed)

Deductions

- Hourly wages
- Salary — annual or monthly income
- Commissions
- Income tax (a major unit within Math 25)
- Pension premiums
- Medical insurance
- Unemployment insurance
- Others

2. Home ownership costs (house, apartment, condominium)

- Mortgage payments
- Utility costs — heat, power, water, telephone, television, etc.
- Improvement costs
- Insurance
- Furnishings

3. Rental (home or apartment)

- Comparative costs
- Size, location, lease contracts
- Comparison to ownership
- Furnishings
- Insurances
- Utility costs
- Others

C. THE AUTOMOBILE

TOPICS

SUBTOPICS (areas of application)

1. Operating an automobile

- New or used — initial cost
- Loan plans
- Insurance
- Maintenance costs — operating expenses
- Depreciation
- Licence
- Leasing
- Fuel consumption versus speed

2. Other items

- Appreciation of cars (antique)
- Leasing versus owning
- Public transit versus driving
- Fines and other costs involved in driving offences
- Pollution
- Brakes — types of effectiveness
- Tires — cost and effectiveness

D. BUDGETING

TOPICS	SUBTOPICS (areas of application)
1. Pricing goods	<ul style="list-style-type: none">• Comparison shopping, Canadian versus foreign items• Using the newspaper• Timing of sales• Seasonal buying• Bulk buying
2. Consumer tips — laws for consumers	<ul style="list-style-type: none">• See Consumer Affairs
3. Market surveys	<ul style="list-style-type: none">• Radio reports• T.V. programs• Government reports
4. Installment purchases	<ul style="list-style-type: none">• i.e. automobile,, furniture and appliances• Finance charges (simple interest rates)• Monthly payments
5. Charge accounts	<ul style="list-style-type: none">• Types — credit cards and accounts• Credit limits• Minimum payment• Statements• Finance charges (cost or credits)
6. Discounts	<ul style="list-style-type: none">• Cash• Trade• Chain
7. Sales tax	<ul style="list-style-type: none">• Provincial responsibility and purpose
8. Flexible budgeting	<ul style="list-style-type: none">• Fixed expenses, flexible expenses• Savings
9. Holidays	<ul style="list-style-type: none">• See Travel and Recreation

E. TRAVEL AND RECREATION

TOPIC	SUBTOPICS (areas of application)
1. Travel bureaus	<ul style="list-style-type: none">• Functions• Travel packages• Seasonal differences• Budget plans
2. Travel costs	<ul style="list-style-type: none">• Car, bus, air• Special, seasonal rates• Eurarail

3. Living expenses

- Meals
- Recreation costs, i.e., Disney World
- Purchases
- Tips
- Gifts
- Medical insurance

4. Money exchange and modes of money use

- Travellers' cheques
- Use of credit cards
- Custom regulations

5. Map reading

- City maps
- Provincial and State routes
- Brochures re: Travel — Tourists' offices

F. CALCULATOR LITERACY (Mathematics 15 - 25)

TOPICS

SUBTOPICS (areas of application)

1. Mechanical aspects of various calculators

- Differences in power supply, automatic shut off
- Differences in on/off switch location
- Differences in keyboard layout
- Durability of construction and proper care of the instrument

2. Capabilities

- Basic operations ($+$ $-$ \times \div)
- Basic operations with decimal numbers
- Constant and memory features
- Special function keys
 $\%$, x^2 , y^n , $\sqrt{\quad}$
- Discuss other special function keys often available to science and commerce in special calculators

3. Limitations

- Recognize: digit capacity, overflow, "error", correction
- Type of functions: scientific, commerce
- Arithmetic limits: e.g. $1 \div 3 \times 3$ ($1/3 \times 3$) is not 1 using a calculator
- Limits of simple calculators in handling masses of data
- Complex computations, large number of repetitions

4. Calculator errors

- Errors in reading and keying in data and operations
- Errors in reading output and display

5. When to use

- Experience a broad range of use in a variety of computational and problem solving situations
- Use calculators in appropriate situations. Recognize and classify computational situations: e.g. (a) memorized number fact, (b) mental arithmetic, (c) pencil and paper arithmetic, (d) simple four-fraction calculator, (e) multi-function or programmable calculator, (f) computer

G. HISTORY OF MEASUREMENT

TOPICS

SUBTOPICS (areas of application)

1. The need for measurement

- Primitive man (Choosing club of sufficient size and weight, selecting an animal hide of adequate size, etc.)
- Organized societies — trade and commerce
- Standardized units

2. Ancient systems of measurement

- Egyptian measure
- Greek measure
- Roman measure

3. History of the English system

- Influence of the Greeks, Romans and Scandinavians
- Imperial measure
- American measure

4. History of the metric system

- Mathematical and scientific development (18th Century French Scientists)

5. Le Systeme International d'Unites

- Refinement and extension of the metric system
- Increasing world use of SI

H. COMPUTER LITERACY

TOPICS

SUBTOPICS (areas of application)

1. History of computing

2. How computers work

- Structure of computer systems
- Functions of five major parts

3. Control of computers

- Communication with computers
- How to instruct computers

(Revised 1981)

- | | |
|--|---|
| 4. What computers can and cannot do | <ul style="list-style-type: none"> • Capabilities and limitations • Misconceptions of computers |
| 5. Characteristics of computers | <ul style="list-style-type: none"> • Speed, accuracy, tirelessness and the need to be programmed |
| 6. Effect of computers on society | <ul style="list-style-type: none"> • Impact on individual groups: the economy, education, jobs, crime, etc. • Benefits and dangers of computerization |
| 7. Application of computers | <ul style="list-style-type: none"> • Uses in business, government, science, education, etc. • Computer careers |
| 8. Computers and the future | |
| 9. Microcomputer operation (for those schools with machines available) | <ul style="list-style-type: none"> • Canned games and simulation programs • Familiarization with the communication process |
| 10. Introductory programming ideas from Monitor, November, 1979 | |

Note: These topics for computer literacy are fairly comprehensive; any one or more of the topics may be chosen. It is not expected that the total literacy elective be attempted.

I. PYTHAGOREAN THEOREM AND SIMILAR TRIANGLES

TOPICS

SUBTOPICS (areas of application)

- | | |
|------------------------|---|
| 1. Pythagorean theorem | <ul style="list-style-type: none"> • Right triangle • Reading tables (square and square root) |
| 2. Similar triangles | <ul style="list-style-type: none"> • Finding missing sides • Practical problems (finding heights, distances etc.) |

J. GRAPHING ON A COORDINATE GRID

TOPICS

SUBTOPICS (areas of application)

- | | |
|----------------------------------|--|
| 1. Locating points of a grid | <ul style="list-style-type: none"> • City maps • Battleship |
| 2. Co-ordinates as ordered pairs | |
| 3. Cartesian co-ordinate plane | <ul style="list-style-type: none"> • x-axis, y-axis origin • Locating points on the plane • Reading co-ordinates from the plane |

(Revised 1981)

MATHEMATICS 25 (1975)

Recommended Text

Saake, T.F. & B. Conchie. *Business and Consumer Mathematics*. Addison-Wesley, Don Mills, 1975.

Course Outline

The following topics should be considered as a suggested list only. Teachers should feel free to modify the program to suit the needs and interests of their students. Such modification may include the deletion and/or addition of some topics. Not all topics listed are treated in the recommended text.

A. Management of Personal Property

1. Consumer Credit
2. Payroll and Commissions
3. Taxation
4. Automobile
5. Insurance
6. Budgeting
7. Stocks, Bonds and Investments
8. Real Estate

B. Application of Mathematics Principles* to

1. Construction
2. Sheet Metal
3. Electricity
4. Food Preparation
5. Machine Shop
6. Agriculture

MATHEMATICS 30

Recommended Texts

Nichols, Eugene D., Ralph T. Heimer, and E. Henry Garland. *Modern Intermediate Algebra*. Revised Edition. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1969.

Vance, Elbridge P., Booklet: *Mathematical Induction-Conic Sections*. Don Mills, Ontario, Addison-Wesley Publishing Company, 1971.

Teachers' References

1. Elliott, H.A., K.D. Fryer, J.C. Gardner, N.J. Hill. *Algebraic Structures and Probability*. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1966.
2. Elliott, H.A., K.D. Fryer, J.C. Gardner, N.J. Hill. *Functions, Relations, and Transformations*. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1966.

* Teachers should use their discretion in utilizing basic concepts of algebra, geometry, and trigonometry in presenting this unit.

(Revised 1981)

3. Vance, Elbridge P., *An Introduction to Modern Mathematics*, Second Edition, Don Mills, Ontario: Addison-Wesley Publishing Co., 1968.

Course Outline

The topics listed below comprise the basic outline for Mathematics 30. The teacher should feel free to use supplementary materials to aid in the teaching of these topics and should consult the curriculum guide for additional references.

1. Trigonometric Functions and Their Applications
2. Vectors
3. Sequences, Series and Limits
4. Binomial Theorem
5. Permutations and Combinations
6. Probability Functions
7. Polynominal Functions
8. Conic Sections
9. Mathematical Induction

MATHEMATICS 31

NOTE: Mathematics 31 is made up of two parts — (1) Calculus AND (2) Vectors and Matrices.

CALCULUS

Texts

Either:

Elliott, H.A., D. Fryer, J.C. Gardner and N.J. Hill. *Calculus*. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1966.

or

Elliott et al. *Calculus, Complex Numbers and Polar-Coordinates*. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1974.

Theme 3: Minorities

- a. Minority groups
- b. Race and ethnic relations

Theme 4: Influencing Behaviour

- a. Social behaviour
- b. Public opinion, mass communication and propaganda
- c. Social control and deviation

Theme 5: Role and Status

- a. Role and status

Applied Sociology 30

Theme 1: The Discipline of Sociology*

- a. Sociology as a field of study
- b. Scientific methods of study

Theme 2: Sociology Applied

- a. Applied sociology
- b. Crime and delinquency
- c. Youth rebellion
- d. Sociological phenomena

Theme 3: Sociology and the Individual

- a. Applied sociology and the individual
- b. Determining your goals
- c. Your educational analysis
- d. Mate choice and marriage

Theme 4: Changes in Culture

- a. Social and cultural change
- b. Social movements

*Since each three-credit course is to be independent and non-sequential, the first theme is repeated. A student may not have to take it more than once.

SOCIAL STUDIES

Grades 10 - 12

I. SOCIAL STUDIES DEFINED

Social Studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern.

A. History, Geography, and the Social Sciences

History, geography, and the social sciences provide the content for inquiry into social issues. These disciplines enable students to bring to the process of social inquiry a better understanding of their cultural heritage, their natural environment, the society in which they live, and the complexity of the human experience. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

B. Citizenship

Effective citizenship is the ultimate goal of social studies. The value, knowledge, and skill objectives of the Alberta Social Studies Curriculum are designed to help students develop intellectual independence, moral maturity and more effective involvement in the political, economic and social affairs of their communities. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

The Alberta Social Studies Curriculum recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country's history, geography, government, and economy. The allocation to Canadian Studies in the 1981 Alberta curriculum represents about 60% of the total prescribed content.

II. OBJECTIVES OF THE 1981 ALBERTA SOCIAL STUDIES CURRICULUM

A. Interrelatedness of Objectives

The objectives of the 1981 Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity and effective participation in community affairs.

To ensure the development of these characteristics, the objectives of the social studies curriculum are organized around three types of objectives.

- **VALUE OBJECTIVES:** understanding of, and sensitivity to, the value positions of oneself and others, and the ability to resolve conflicts of competing values;
- **KNOWLEDGE OBJECTIVES:** the acquisition of significant ideas from the past (history) and the present (geography and the social sciences), as well as from relevant aspects of art, literature and music; and
- **SKILL OBJECTIVES:** specific competencies that are required to conduct research at all stages of the inquiry process and to participate purposefully with other people in democratic action.

As can be seen in the definitions that follow, and in specific statements of prescribed objectives for grade level topics, the three types of objectives are substantially interrelated and overlapping.

B. Value Objectives

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

For all topics in the Alberta Social Studies Curriculum, prescribed value objectives encompass three aspects of student development.

- Development of understanding of distinctive human values.
- Development of competencies in processes of value analysis, decision-making, and moral reasoning.
- Development of positive attitudes towards self, others and the environment.

C. Knowledge Objectives

To be an effective citizen, one needs to be informed. Only by knowing their world can people exercise even partial control of that world. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

Prescribed knowledge objectives for social studies topics encompass three levels of organization: facts, concepts, and generalizations. Prescribed concepts and generalizations tend to reflect broad human processes and relationships. Prescribed factual knowledge, by contrast, tends to be drawn directly from history, geography or the social science disciplines. Facts that are prescribed for grade level topics are identified within the structure of a question format entitled **Questions to Guide Inquiry**. In formulating the “Questions to Guide Inquiry” component of knowledge objectives for grade level topics, care has been taken to ensure that significant factual information will be attained by students, and a variety of levels of thinking processes encompassed.

The process of developing, testing and substantiating (or falsifying) generalizations is amongst the most important qualities of true inquiry. The Alberta Social Studies Curriculum emphasizes the place of generalizations in the structure of knowledge, and the importance of students developing their own generalizations from concepts and factual information.

D. Skill Objectives

Skill objectives for the Alberta Social Studies Curriculum include both inquiry and participation skills. Inquiry skills encompass eight “areas” of research, representing the major steps in a generalized model of social inquiry. This model can be expanded or modified in numerous creative ways to suit specific topics, disciplinary emphases, resources and student maturity. Participation skills comprise four “areas” of skills and can be developed throughout the process of inquiry.

Within each topic, some skill areas are emphasized (those in standard type). Skills listed in italics may be given less emphasis for that topic. It should be noted that each area of skill objectives is prescribed for emphasis at least once for each grade.

INQUIRY SKILLS

Skill Area One: IDENTIFY AND FOCUS ON THE ISSUE

- Identify the elements of the social issue (e.g., value, factual, definitional, policy elements and competing values)
- Describe the social issue in terms meaningful to students
- Paraphrase the issue from different sources, or expressions of opinion

Skill Area Two: FORMULATE RESEARCH QUESTIONS

- Hypothesize possible solutions
- Formulate appropriate research questions to guide information gathering
- Select appropriate techniques and resources for research

Skill Area Three: GATHER AND ORGANIZE DATA

- Read and interpret:
 - print materials (contemporary and historical)
 - maps and globes
 - graphs
 - tables
 - charts and timelines
- Interview
- Survey
- Observe and listen to:
 - individuals and groups of people
 - audiovisual materials
- Conduct participant observation
- Record by:
 - outlining
 - paraphrasing
 - tabulating
 - mapping
 - charting (retrieval, etc.)
 - diagramming
 - sketching and painting
 - graphing
 - note making

Skill Area Four: ANALYZE AND EVALUATE DATA

- Categorize data
- Compare and contrast data
- Explain discrepancies in viewpoints, positions and arguments
- Evaluate bias and emotionalism, subjectivity and objectivity
- Infer reasons for varying perspectives
- Discriminate relevant from irrelevant data

Skill Area Five: SYNTHESIZE DATA

- Develop concepts
- Formulate generalizations
- Relate causes and effects
- Summarize information

Skill Area Six: RESOLVE THE ISSUE

- Formulate alternative solutions
- Analyze values underlying each alternative
- Predict the consequences of each alternative
- Evaluate alternatives and make a policy decision based on:
 - adequacy of supporting evidence
 - logical consistency of arguments
 - priority of personal values
 - priority of social values

Skill Area Seven: APPLY THE DECISION

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, social action is not prescribed but is encouraged where possible, given the above cautions.

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not prescribe social action strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta Social Studies Curriculum, they should:

- Consider the feasibility and desirability of applying the decision in some form of action
- Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process). In particular, students should be encouraged to regard their school as a real and viable social institution and to find ways to improve school life.
- Apply the plan (if feasible and desirable):
 - in the classroom
 - in the school
 - in the broader community

Skill Area Eight: EVALUATE THE DECISION, THE PROCESS AND (where pertinent) THE ACTION

- Judge the worthwhileness of the consequences of the decision:
 - to self
 - to others
- Examine the appropriateness of the action
- Assess the suitability of the process to the issue and resources
- Decide whether to culminate inquiry, or to continue it.

PARTICIPATION SKILLS

In a complex, democratic society it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. Working together depends upon competence in several kinds of skills, including those outlined below.

Skill Area One: COMMUNICATE EFFECTIVELY

- Express ideas clearly and succinctly, orally and in writing
- Support ideas logically
- Adapt a communication on the basis of:
 - size of audience (e.g., individual, small group, class or community)
 - age of audience
 - purpose of message (e.g., formal or informal)

Skill Area Two: INTERPRET IDEAS AND FEELINGS OF SELF AND OTHERS

- Listen to the expression of ideas and feelings of others
- Understand and empathize with the dilemmas and decisions of others
- Interpret feelings from verbal and non-verbal cues

Skill Area Three: PARTICIPATE IN GROUP WORK AND DECISION-MAKING

- Choose an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure
- Apply alternate roles as leader or follower in a group
- Prepare a position in understandable and persuasive terms
- Organize activities to promote group goals
- Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus
- Provide support in furthering group goals

Skill Area Four: CONTRIBUTE TO A "SENSE OF COMMUNITY"

- Demonstrate a sense of sharing of group goals and aspirations
- Assist in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust
- Take steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both in and outside the classroom.

III. MINIMUM EXPECTATIONS

Core/Elective Components

Like other subjects in Alberta schools, social studies has core and elective components.

The mandatory core comprises 75% of the program and is represented by the topics and statements of objectives that follow. The elective portion occupies 25% of the program. Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and

community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

IV. LEARNING RESOURCES

1. Prescribed Learning Resources:

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch.

- *Alberta School Book Branch Catalogue*
- *Social Studies Learning Resources for Elementary Schools*
- *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

2. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the Alberta School Book Branch.

WHAT IS PRESCRIBED IN ALBERTA SOCIAL STUDIES: A SUMMARY

1. Three (3) topics for each of Grades One through Ten and two (2) topics for each of Grades Eleven and Twelve are **prescribed** for study.
2. One social issue per curriculum topic is **prescribed** for inquiry. Teachers are encouraged to **modify** specific issues so long as the general intent and meaning are preserved.
3. Value objectives, knowledge objectives and skill objectives are **prescribed** for each topic.
4. The model of social inquiry should be viewed as a flexible process and is **not prescribed**. Rather, the model should be expanded or modified by teachers to reflect the needs of individual students and classrooms. Availability of resources and disciplinary emphasis of the topic will also affect the particular approach to inquiry in which teachers and students engage in social studies.
5. Social action is not **prescribed** but is **encouraged** where possible and when desirable/feasible.
6. The mandatory **core** comprises 75% of the program and is represented by the 34 topics and the statements of objectives. The optional **elective** portion comprises up to 25% of the program.
7. **Prescribed** learning resources are those listed in these documents for 1981-82: *Alberta School Book Branch Catalogue*, *Social Studies Learning*

Resources for Elementary Schools and Social Studies Learning Resources for Secondary Schools.

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a **majority** of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 Alberta Social Studies Curriculum.

Recommended learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of **some** of the prescribed objectives.

The choice of which particular resources are to be obtained, and how they will be used, is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

Resources that are prescribed for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title and Author	Publisher
10A	<i>Human Rights: Respecting Our Differences</i> — McCarthy, McGuckin, Ripley, Schoenrock et al and/or	Alberta Human Rights Commission
10A	<i>In Pursuit of Justice: Issues in Canadian Law</i> — Jarman	John Wiley & Sons Canada
10B/C	<i>Canada's Century</i> — Evans, Martinello and/or	McGraw-Hill Ryerson
10B/C	<i>In Search of Canada — Volume II</i> — Kirbyson and/or	Prentice-Hall of Canada
10A/B/C	<i>Canada Today</i> — McDevitt, Scully, Smith	Prentice-Hall of Canada
11A/B	<i>Our Western Heritage, Units 1 - 4</i> — Roselle, Young and/or	Ginn and Company
11A/B	Holt Social Studies Curriculum Series. <i>The Shaping of Western Society: An Inquiry Approach</i> — Fenton, Good, Rosenzweig, Gregory and/or	Holt, Rinehart and Winston
11A/B	<i>Viewpoints in World History — Feder, Was There Really a Renaissance? What Were The Causes of the Protestant Reformation? What Forces Guided the French Revolution?</i>	Van Nostrand Reinhold Limited
11B	<i>Challenge for Change: Geographical Approach to Selected World Issues</i> — Fagan, Andres and/or	McGraw-Hill Ryerson

11B	<i>Environmental Concerns, The World</i> — Sweeney and/or	Harcourt Brace Jovanovich, Inc.
11B	<i>World Prospects</i> — Molyneux, Olsen	Prentice-Hall of Canada
12A/B	<i>Our Western Heritage — Units 5 - 9</i> — Roselle Young and/or	Ginn and Company
12A/B	<i>Modern Perspectives</i> — Trueman, Schaffter, Stewart, Hunter and/or	McGraw-Hill Ryerson Ltd.
12A/B	<i>Viewpoints in World History —</i> <i>Feder, What Were the Causes of</i> <i>World War I? How Did the</i> <i>Communists Seize Power in</i> <i>Russia? The Rise of the Nazi</i> <i>Horror: Who Was Responsible? The</i> <i>Nuclear Arsenal: Security or</i> <i>Suicide? The United Nations:</i> <i>Man's Best Hope for Peace</i>	Van Nostrand Reinhold Limited
12B	<i>Why Nations Go To War</i> — Stoessinger or	Macmillan Company of Canada
12B	Hayden American Values Series: <i>Challenges and Choices</i> — Moore, <i>War and War Prevention</i>	Hayden Book Company Inc
12B	<i>The Contemporary World: Conflict</i> <i>or Cooperation?</i> — Cannon, Clark, Smuga	Oliver & Boyd

<p>In this topic, students examine Canadian issues involving the competing values of individual freedom and social control. Themes should focus on contemporary and historical concerns such as: freedom of speech (War Measures Act 1970), protection against arbitrary, prejudicial or discriminatory actions by others (Human Rights Commission and Canadian Bill of Rights), language rights (Manitoba School Act), Canadian participation in international human rights movements (Amnesty International), and the role of government at various levels in relation to human rights issues.</p>	<p>VALUE OBJECTIVES</p> <p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (<i>Questions in italicized print are illustrative only</i>)</p> <ol style="list-style-type: none"> Develop Understanding of Values <ol style="list-style-type: none"> Identify personal experiences in which values of individual freedom have conflicted with those of social control. <ul style="list-style-type: none"> <i>What experience have you had involving conflict between individual freedom and social control (personal and immediate as well as abstract and distant)?</i> Describe situations involving conflict between individual freedom and social control in Canadian history. <ul style="list-style-type: none"> <i>How do situations in everyday life involve conflict between freedom and control? How do selected historical Canadian events reflect such a conflict?</i> Develop Competencies <ol style="list-style-type: none"> In value analysis, by assessing the degree of logical consistency in one's reactions to a variety of freedom/control conflicts. 	<p>KNOWLEDGE OBJECTIVES</p> <p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed</p> <ol style="list-style-type: none"> Generalization <p>All societies have systems of social control. Conflicts arise between values of personal freedom and social control when both are sought.</p> Concepts <ol style="list-style-type: none"> Justice Citizenship Government Freedom Social control Questions to Guide Inquiry <ol style="list-style-type: none"> What are human rights? Which of these exist in Canada today? Do all Canadians have the same human rights? What are the responsibilities of government in maintaining the personal freedom of its citizens? What are some responsibilities of individual citizens to Canadian society? 	<p>SKILL OBJECTIVES</p> <p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <ol style="list-style-type: none"> Develop Inquiry Skills <ol style="list-style-type: none"> <i>Identify and focus on the issue by describing situations and/or historical episodes in which individual freedom is was in conflict with social control.</i> Formulate research questions and hypotheses for case studies of conflict between individual freedom and social control in Canadian history. Gather and organize data by <ul style="list-style-type: none"> reading about, or listening to, firsthand accounts of perceived violations of human rights. observing and listening to audiovisual material to gain perspectives on human rights issues in Canadian history. observing and listening to audiovisual materials to gain perspectives on human rights issues in other countries. Analyze and evaluate data by identifying discrepancies in the accounts of participants and observers in human rights case studies.
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<p>— After classifying your reactions to a variety of conflicts on a freedom control continuum, judge whether your reactions are consistent from one case to another. What principles appear to underlie your positions?</p> <p>2. In decision-making, by reassessing priorities relating to values of individual rights and social control in the light of acquired knowledge.</p> <p>— After examining competing arguments in selected historical Canadian events, are your value priorities still the same?</p> <p>3. In moral reasoning, by developing a personal definition of "justice" and testing it using the New Cases Test.</p> <p>— Do the principles that you have adopted apply equally well to new cases (e.g., seat belts, liquor, traffic control)?</p> <p>— How does this definition of justice compare with other developed definitions?</p> <p>3. Develop Attitudes</p> <p>Of respect for evidence, by demonstrating a willingness to reflect on the adequacy of one's value priorities on the basis of new evidence.</p>	<p>3. What is social control? How is the Canadian system of government structured to achieve social control and protect individual freedom? What are some examples of government and non-government social control in Canada? What are some examples of the protection of individual freedom?</p> <p>4. What was the nature of the conflict between the values of individual freedom and social control in Canada in historical episodes such as: Manitoba School Act, Prohibition, World War II internments, War Measures Act, 1970?</p> <p>5. What are some methods (governmental and non-governmental) by which individuals may influence the resolution of human rights issues?</p> <p>6. What are some examples of perceived violations of human rights outside Canada?</p> <p>7. What international avenues are available for the redress of human rights grievances?</p>	<p>5. Synthesize data by formulating generalizations about causes of conflict between individual freedom and social control.</p> <p>6. Resolve the issue by making a decision on the social issue, and justifying it in terms of a personal definition of "justice".</p> <p>7. Apply the decision by creating a plan for handling a violation of individual or group rights.</p> <p>8. Evaluate the decision, the process, and (where pertinent) the action by judging the worth of the plan, using criteria from a personal definition of justice.</p> <p>2. Develop Participation Skills</p> <p>1. Communicate effectively by preparing and presenting a list of principles for a charter of human rights based on a concept of justice.</p> <p>2. Interpret ideas and feelings of self and others by reflecting on the adequacy of personal values in relation to specific human rights issues.</p> <p>3. Participate in making a group decision about the preferred relationship between the competing values for the social issue.</p> <p>4. Demonstrate a sense of sharing of group goals and aspirations, by helping to create a plan to prevent violations of individual or group rights within the student community.</p>
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<p>In this topic, students examine issues of continuing significance to Canadian unity. In the course of the study, several themes should be examined including federal-provincial rights, regional disparities, and cultural relationships. The historical, political, economic, cultural and geographic influences on Canadian attitudes concerning national unity should be emphasized. Students should recognize that Canadian unity has been a recurring issue, that Canadians and their governments have tried to resolve it in various ways, and that</p>	<p>they, as individuals and in groups, can influence the course of national unity.</p> <p>Competing Values and Social Issue</p> <p>Provincial Autonomy/Federal Power</p> <p>To what extent are the competing forces of provincial autonomy and federal centralization of power compatible with national unity?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes: (<i>Questions in italicized print are illustrative only.</i>)</p> <p>1. Develop Understanding of Values</p> <ol style="list-style-type: none"> 1. Identify and describe value positions associated with different historical, political, economic, cultural and geographic influences on Canadian unity. <ul style="list-style-type: none"> — <i>In what ways do variations in these influences (historical, political, economic, cultural and geographic) create identifiable differences in value positions associated with the distribution of power in Canada?</i> <p>2. Develop Competencies</p> <ol style="list-style-type: none"> 1. In value analysis, by distinguishing between factual claims and value claims in various position statements about provincial autonomy and federal centralization of power. <ul style="list-style-type: none"> — <i>In examining a variety of position statements on the themes of provincial autonomy and federal centralization of power, which arguments can be classified as factual claims (empirically or analytically testable) and which as value claims (about the worth of something)?</i> 	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed</p> <p>1. Generalization</p> <p>In nations like Canada where geographic, cultural, and economic differences exist, striving for an acceptable form of national unity leads to continuous readjustments of power between different levels of government.</p> <p>2. Concepts</p> <ol style="list-style-type: none"> 1. Provincialism 2. Regionalism 3. Federalism 4. Separatism 5. Identity 6. Constitution <p>3. Questions to Guide Inquiry</p> <ol style="list-style-type: none"> 1. What is "national unity"? What factors are involved in creating national unity? 2. What is the significance of the British North America Act in the consideration of issues relating to Canadian national unity? 	<p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <p>1. Develop Inquiry Skills</p> <ol style="list-style-type: none"> 1. Focus on the issue by identifying value and factual elements contained in different ideas about national unity. 2. <i>Formulate research questions to increase understanding of historical, political, economic, cultural and geographic influences on unity.</i> 3. Gather and organize data by <ul style="list-style-type: none"> — interpreting contemporary and historical documents relating to the issue. — recording major events signifying the role of government. — summarizing the documents examined. 4. Analyze and evaluate data by identifying objectivity and subjectivity in historical and contemporary positions on unity issues. 5. Synthesize data by formulating generalizations relating national unity to federal and provincial powers.

<p>2. In value analysis, by assessing the evidence that is offered in support of a value position.</p> <ul style="list-style-type: none"> — Are the <i>factual claims</i> given in support of a particular value claim relevant? Are they supported by <i>factual evidence</i>? <p>3. Develop Attitudes</p> <p>Of tolerance for ambiguity, by imaginatively taking two or more conflicting perspectives on issues involving provincial autonomy and federal centralization of power.</p> <ul style="list-style-type: none"> — At a recent federal-provincial conference on constitutional reform, what did the various speakers regard as the most important considerations? Why would they consider these as relevant? (i.e., What rules or standards were they employing?) 	<p>3. What has been the nature of the development of a distinctive French Canadian culture since 1760? How has this development affected French-English relations?</p> <p>4. What are the purported advantages/disadvantages of having a strong federal government? Strong provincial governments?</p> <p>5. How have the relationships between the federal and provincial levels of government changed over the years since Confederation?</p> <p>6. In what ways do historical events such as the following represent conflicts between federal and provincial levels of government in Canadian history:</p> <ul style="list-style-type: none"> — issues of political autonomy in the North West Territories in the 1870's? — issues of monetary currency in Alberta in the 1930's? — issues of health coverage in Saskatchewan in the 1960's? — issues of cultural control in Quebec in the 1970's? — issues of political separation in Quebec in the 1970's? — issues of bilingualism in Canada in the 1970's and 1980's? — issues of resource control in Alberta in the 1970's and 1980's? <p>7. In what ways does the existing federal/provincial distribution of power influence the outcomes of issues like</p> <ul style="list-style-type: none"> — economic disparities between regions and provinces? — constitutional change? <p>8. What changes have been advocated by the federal government and various provinces in recent constitutional debates?</p>	<p>6. Resolve the issue by formulating alternative solutions to current problems of national unity, listing probable consequences of each, and making a policy decision.</p> <p>7. Apply the decision by creating a plan of action for constitutional amendment.</p> <p>8. <i>Evaluate the process and plan of action by determining whether to extend inquiry in current applications of the social issue.</i></p> <p>2. Develop Participation Skills</p> <ol style="list-style-type: none"> 1. <i>Communicate effectively by expressing ideas clearly and succinctly while building a group definition of "national unity".</i> 2. <i>Interpret ideas and feelings of self and others by summarizing main ideas presented, and checking for accuracy with presenters.</i> 3. Participate in group decision-making by negotiating a plan of action for constitutional amendment. 4. Contribute to a "sense of community" by identifying points of agreement among group members.
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<p>This topic provides opportunities for students to broaden their perspective of citizenship by examining factors which influence Canada's involvement in the global community of nations. Attention will be given to issues having their basis in questions of peace and security; the regulation of international trade; foreign investment and immigration; and scientific, sporting and cultural exchanges.</p> <p>Canada's historical relationships with the Commonwealth and with the United States should also be considered.</p>			<p>Competing Values and Social Issue</p> <p>National Self-Interest/Global Concern</p> <p>To what extent should Canada's foreign policies be based on national self-interests?</p>	
<p>VALUE OBJECTIVES</p> <p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in italicized print are illustrative only.)</p> <p>1. Develop Understanding of Values</p> <ol style="list-style-type: none">Identify the extent to which the values of national self-interest and global concern are reflected in a variety of Canadian policies governing relationships with other nations. — <i>In which of Canada's foreign policies does the value of national self-interest predominate? In which does the value of national self-interest appear to give way to concern for global welfare?</i>Define the meaning of national self-interest and of global concern from the point of view of Canadian foreign policymakers. — <i>How do Canadian foreign policymakers define national self-interest and global concern? If policy statements do not define such concepts explicitly, what implicit definitions are identifiable?</i> <p>2. Develop Competencies</p> <ol style="list-style-type: none">In decision-making, by predicting the consequences of alternative foreign policies on Canadians and on other nations.	<p>KNOWLEDGE OBJECTIVES</p> <p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.</p> <p>1. Generalization</p> <p>A country's foreign policies are influenced and limited by its political, economic, social and cultural needs. These needs give rise to international agreements and participation in international organizations.</p> <p>2. Concepts</p> <ol style="list-style-type: none">Interdependence (economic, political, cultural)Cultural mosaicCollective securityForeign ownership/investmentSovereignty <p>3. Questions to Guide Inquiry</p> <ol style="list-style-type: none">What cultural, military and economic agreements does Canada have with other governments?	<p>SKILL OBJECTIVES</p> <p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <p>1. Develop Inquiry Skills</p> <ol style="list-style-type: none"><i>Identify and focus on the issue by paraphrasing an issue pertinent to Canada's involvement in the global community of nations.</i>Establish research questions and procedures by selecting appropriate resources for research, using a periodical index, subject index, and/or vertical file.Gather and organize data by reading and interpreting a variety of print material, including maps, graphs, and other statistics.Analyze and evaluate data by examining arguments to determine whether or not supporting evidence is reliable (judge for currency, objectivity and clarity).Synthesize data by developing generalizations that will help to resolve the issue.<i>Resolve the issue by choosing a solution based on its consequences for national self-interest and global concern.</i>		

<p>— After identifying various alternative policies on a particular question (along a continuum of national self-interest/global concern), what are the most likely consequences of each alternative for Canadians and for others?</p> <p>2. In moral reasoning, by assessing each alternative in terms of the Universal Consequences Test.</p> <p>— What would you imagine the consequences to be if all nations adopted each alternative policy under study? Which alternative is the most acceptable when applying this test?</p> <p>3. Develop Attitudes</p> <ol style="list-style-type: none"> 1. Of empathy towards others, by demonstrating an awareness of the contributions made by people from other nations to Canadian society. 2. Of positive self-concept as a responsible citizen, by thinking and acting to improve Canadian relationships with other nations. 	<p>2. What are the general influences of the following on Canada's foreign policy:</p> <ul style="list-style-type: none"> — geographic location? — economic ties? — cultural similarities? — political ideology? <p>3. How did the following influence the development of an independent foreign policy for Canada:</p> <ul style="list-style-type: none"> — membership in the League of Nations? — Statute of Westminster? — Membership in NATO? <p>4. How does Canada's membership in the Commonwealth and the United Nations affect her foreign policy?</p> <p>5. How do individuals and special interest groups influence Canada's foreign policies?</p> <p>6. What are the purported advantages and disadvantages of foreign investment in Canada?</p> <p>7. What impacts have Canada's foreign policies had on individuals and groups in our society?</p>	<p>7. Apply the decision by creating a plan of action to implement the chosen solution.</p> <p>8. Evaluate the plan of action as a solution to the issue, using the Universal Consequences Test.</p> <p>2. Develop Participation Skills</p> <ol style="list-style-type: none"> 1. Communicate effectively by developing, through group consensus, a foreign policy statement acknowledging both national self-interest and global concern. 2. Interpret the ideas and feelings of others during a simulation of an international dialogue over a sporting or cultural exchange. 3. Participate in group decision-making by limiting disagreements to ideas rather than people, and avoiding loaded words and negative body language in communication with other group members. 4. Contribute to a "sense of community" by recognizing the contributions made by others to the resolution of the issue.
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TOPIC A: PATTERNS OF CHANGE: CASE STUDIES FROM THE PAST

GRADE ELEVEN GLOBAL ISSUES

<p>In this topic, students develop and apply a model for examining the phenomena of social change. Students will inquire into the nature of change: causes of change, resistance to change, strategies for change, and consequences of change.</p> <p>This model should be developed through study of three episodes in European history: the Renaissance, the Reformation, and the French Revolution. Additional case studies may be drawn from the following: Growth of Parliament, Scientific Revolution, and the Growth of Nationalism.</p>	<p style="text-align: center;">Competing Values and Social Issue</p> <p>Tradition/Progress Through Change</p> <p>To what extent should traditions be preserved in the face of pressures for change?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (<i>Questions in italicized print are illustrative only.</i>)</p> <ol style="list-style-type: none"> Develop Understanding of Values <ol style="list-style-type: none"> Identify actions people have taken to resist change and actions that others have taken to promote change. <ul style="list-style-type: none"> <i>What historical events demonstrate that people sometimes change in support of traditions that they value? What events demonstrate that people sometimes encourage change and discard traditional ways of doing things?</i> Identify values incorporated into political, economic, and social institutions that restrict or enhance change. <ul style="list-style-type: none"> <i>What values are reflected in the ways in which dominant political, economic or social institutions are organized and operated? Do different types of institutions reflect different types of values? What values are reflected in efforts to change such institutions? Are some institutions more change-oriented than others?</i> 	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.</p> <ol style="list-style-type: none"> Generalization <p>In any society there is ongoing dynamic tension involving the forces of tradition and change. Depending on the perception of the observer, change may signify "progress" or "decline".</p> Concepts <ol style="list-style-type: none"> Rationalism Secularism Faith Evolution Revolution Progress Human welfare Questions to Guide Inquiry <ol style="list-style-type: none"> General Nature of Social Change <ul style="list-style-type: none"> <i>What aspects of society (e.g., intellectual, religious, political, economic, etc.) tend to provide continuity and stability?</i> 	<p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <ol style="list-style-type: none"> Develop Inquiry Skills <ol style="list-style-type: none"> Focus on the issue by defining the meaning of the terms "tradition" and "change", and providing both personal and contemporary societal examples. <i>Formulate a research model by constructing a comprehensive set of questions for application to selected historical case studies of social change.</i> Gather and organize data by <ul style="list-style-type: none"> reading and interpreting primary source documents relevant to the study. recording, on a data retrieval chart, answers to the research questions for each case study. Analyze and evaluate data by <ul style="list-style-type: none"> inferring the reasons for varying perspectives on the need for change in historical case studies. classifying information into categories selected as appropriate for each of the research questions.

<p>2. Develop Competencies</p> <ol style="list-style-type: none"> 1. In value analysis, by assessing the effects of change on the dominance of particular values. <ul style="list-style-type: none"> — <i>What effect did the Renaissance have on belief in the role of authority as opposed to belief in the role of science?</i> 2. In decision-making, by choosing a personal position on the worth and importance of preserving tradition or encouraging change, and by defending that position. <ul style="list-style-type: none"> — <i>After examining a variety of relevant case studies, what is your personal position on the extent to which traditions should be preserved in the face of pressure for change? In which contexts might it be inappropriate?</i> 3. In moral reasoning, by reflecting on the motives of individuals who have led movements to enhance or restrict change. <p>3. Develop Attitudes</p> <ol style="list-style-type: none"> 1. Of respect for evidence, by demonstrating a desire to examine historical evidence and the thoughts of social thinkers prior to making personal decisions about preserving traditions or encouraging change. 2. Of tentativeness of interpretations, by recognizing the limitations of contemporary analysis of historical phenomena. 	<ul style="list-style-type: none"> — What are some major forces of change? — What factors tend to affect the mode and rate of change? — How do class, status, and power affect attitudes toward change? — To what extent, and in what ways, has Canada been influenced by the values of Western European history? <p>2. The Renaissance</p> <ul style="list-style-type: none"> — What was the Renaissance? What was its geographic and historical setting? — What changes took place in institutions like the following during the Renaissance: the Arts (art, architecture, literature, music), government, education, economics? — Who were the significant individuals of the Renaissance in social and political thought, in art, in exploration, and in science? What were their major contributions to Western society? — What values were emphasized during the Renaissance? How did these values contribute to the process of change? <p>3. Protestant Reformation</p> <ul style="list-style-type: none"> — What were the political, economic, social and religious causes of the Reformation? — What was the nature of Luther's contribution to the Reformation? — What reforms took place within the Church to counter the appeal of the Protestant revolt? — What were some immediate and long term results of the Reformation? <p>4. The French Revolution</p> <ul style="list-style-type: none"> — What were the underlying causes of the French Revolution? — What philosophies provided a rationale for political change during the French Revolution? — What lasting changes were brought about in France's political and social structure? 	<p>5. Synthesize data by</p> <ul style="list-style-type: none"> — formulating generalizations and writing an essay on the relationship between tradition and change in historical case studies. <p>6. Resolve the issue by writing an editorial to reflect one's personal position on the extent to which traditions should be preserved in the face of pressure for change.</p> <p>7. Apply the decision by testing one's personal position (developed through historical case studies) against a contemporary dilemma involving conflict between the competing values of tradition and change.</p> <p>8. Evaluate the process of inquiry by considering whether the evidence examined is sufficient to warrant generalizations about the nature and effects of change in futuristic contexts.</p> <p>2. Develop Participation Skills</p> <ol style="list-style-type: none"> 1. Communicate effectively by writing an editorial in which the point of view is clearly and persuasively expressed. The editorial must be well introduced, logically developed and concluded with impact. 2. Interpret ideas and feelings of self and others by inferring definitions of human dignity that appear to be employed by proponents of varying degrees of tradition and change. 3. Contribute to group work by participating in a class discussion to develop a consensus on a comprehensive set of questions for studying social change. 4. Contribute to a "sense of community," by assisting other students in completing a group project.
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TOPIC B: GLOBAL PROBLEMS OF POPULATION AND RESOURCE DISTRIBUTION

GRADE ELEVEN GLOBAL ISSUES

<p>In this topic, students examine global problems of population and inadequate resource distribution. Inquiries should focus on population patterns and other factors affecting technological development, like food supplies, natural resources, energy and the environment. While the issue should be examined from a global perspective, it will also be beneficial to study contrasting examples of population problems and resource use in countries such as West Germany, Japan, China, India, Eastern Europe, Latin America (including Cuba and Mexico), and selected Arab states. This study</p>	<p>should culminate in judgments as to how Canadians should contribute to worldwide improvements in the distribution and utilization of scarce resources.</p> <p>Competing Values and Social Issue</p> <p>Global Welfare/National Prosperity</p> <p>In the light of global imbalances, to what extent should the levels of economic activity (in both more developed and less developed nations) be changed?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in italicized print are illustrative only.)</p> <ol style="list-style-type: none"> Develop Understanding of Values <ol style="list-style-type: none"> Identify values which are in conflict with the value of global welfare. <ul style="list-style-type: none"> <i>Given current disparities in the distribution of wealth within and between countries, which values appear to be in competition with global welfare?</i> Define global welfare and national prosperity from the perspectives of countries at various stages of development. <ul style="list-style-type: none"> <i>How are the concepts of global welfare and national prosperity defined in different national contexts? Is there a relationship between such definitions and how people see the need for technological development?</i> Develop Competencies <ol style="list-style-type: none"> In value analysis, by comparing alternative solutions to global disparities from the perspectives of groups who would be the most adversely affected by each alternative. 	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.</p> <ol style="list-style-type: none"> Generalization <p>The world is characterized by problems of overpopulation and inadequate resource distribution. Although these disparities are a central issue in international politics, no simple generally applicable solutions are known at the present time.</p> Concepts <ol style="list-style-type: none"> Scarcity Disparity in production and distribution Development Culture of poverty Population control Prosperity Questions to Guide Inquiry <ol style="list-style-type: none"> What are the disparities in the distribution and utilization of resources within and among countries? 	<p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p>
		<ol style="list-style-type: none"> Develop Inquiry Skills <ol style="list-style-type: none"> <i>Focus on the issue by identifying ways that global welfare and national prosperity can be regarded as conflicting values which underlie problems of population and inadequate resource distribution.</i> Establish research procedures by identifying individually the types of data needed for, and the range of sources appropriate to, research into the social issue. Gather and organize data by <ul style="list-style-type: none"> paraphrasing major arguments from current source materials. reading and interpreting statistics from tables, maps, graphs and diagrams. constructing tables, maps, graphs and diagrams as necessary to illustrate relationships between statistical data and the social issue. Analyze and evaluate data by <ul style="list-style-type: none"> explaining discrepancies in viewpoints, positions, and arguments in print materials. discriminating relevant from irrelevant statistical data.

<ul style="list-style-type: none"> — What groups would be most significantly affected by each alternative solution? Using the Role Exchange Test, attempt to describe the circumstances of the most adversely affected group. Comment on the consequences of the "solution" for this group. — Which alternative solutions would you be prepared to accept or reject in light of the consequences to the most adversely affected group? <p>2. In decision-making, by selecting from a list of possible solutions the one that is most acceptable in terms of "the greatest good for the greatest number".</p> <ul style="list-style-type: none"> — For each solution, would the favourable consequences outweigh the unfavourable consequences if that solution were adopted globally? Which solution has the best balance of favourable over unfavourable consequences? 	<p>2. How do the following factors affect the production and distribution of wealth?</p> <ul style="list-style-type: none"> — food production? — population growth? — technology? — geography? — education? — tradition? <p>3. What major efforts are currently underway to redress global disparities, and how effective are they?</p> <p>4. What are the implications, for future world stability, of significant disparities in the wealth of nations? What perspectives are reflected in the writings of major contemporary theorists?</p> <p>5. What are the interrelationships between culture and development?</p> <p>6. What alternative patterns of resource use by Canadians have been suggested?</p>	<ul style="list-style-type: none"> — recognizing basic techniques for using and misusing information (e.g., compressing or expanding intervals, omissions of data, biased sampling, inappropriate use of averages, spurious precision). <p>5. Synthesize data by</p> <ul style="list-style-type: none"> — stating in writing the relationship of causes and effects to the social issue. — deducing logical conclusions from the statistical data. <p>6. Resolve the issue by comparing alternative solutions to global problems.</p> <p>7. Apply the decision by</p> <ul style="list-style-type: none"> — preparing a plan of action which reflects the students' solution to the issue, and which addresses itself to desirability and feasibility. <p>8. Evaluate the plan of action by judging the worth of the predicted consequences of the plan, using the Universal Consequences Test.</p>
<p>3. Develop Attitudes</p> <ol style="list-style-type: none"> 1. Of empathy towards others, by demonstrating a sympathetic understanding of different perspectives on global problems. 2. Of sensitivity as a responsible citizen, by recognizing relationships between one's own behaviour and the global distribution of wealth. 		<p>2. Develop Participation Skills</p> <ol style="list-style-type: none"> 1. Communicate effectively by presenting a Canadian plan of action in class, and responding to questions at the close of the formal presentation. 2. Interpret ideas and feelings of self and others by assessing the validity of oral presentations in terms of basic persuasive techniques (bandwagon, testimonial, glittering generality, appeals to fear, hate and prejudice, plain folks), logical fallacies, hasty generalizations, false analogies, ignoring or begging the question, misuse of statistics, distortion, selective omissions and quoting out of context. (Note: See English 20 Curriculum Guide — Listening Skills) 3. Participate in group work and decision-making by summarizing the main points in an oral presentation. 4. Contribute to a "sense of community" by assisting in a group project to raise awareness of the relationship of the human condition to human dignity in specific global situations.

TOPIC A: POLITICAL AND ECONOMIC SYSTEMS

GRADE TWELVE GLOBAL ISSUES

<p>This topic is designed to encourage students to investigate the values, principles and characteristics of the world's major political and economic systems. The analysis of political systems should include consideration of ideology, power, decision-making, leadership and the role of the citizen. The analysis of economic systems should include examination of how answers are obtained to the questions of what to produce, how to produce it, and ways that the benefits of production are distributed. Relationships between theory and practice should be clarified. Students should develop a sense of how they can contribute to political and economic decisions in Canada. Political systems selected for study should include both autocratic and democratic examples; economic systems should include market, centrally planned and mixed economies.</p> <p>Competing Values and Social Issue</p> <ol style="list-style-type: none"> Political Systems — Individual Freedom State Control To what extent should political systems allow for individual freedom or emphasize state control? Economic Systems — Individual Welfare Collective Good To what extent should economic systems allow for individual welfare or emphasize the collective good? 			
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES	
<p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (Questions in <i>italicized print</i> are illustrative only.)</p> <ol style="list-style-type: none"> Develop Understanding of Values <ol style="list-style-type: none"> Identify the extent to which the competing values of individualism and collectivism are reflected in major political and economic systems. — <i>To what extent are the values of individualism and collectivism reflected in each of the major political and economic systems? How do various political and economic systems seek to balance these competing values?</i> Define the meanings given to the terms individualism and collectivism in a variety of political and economic systems. Develop Competencies <ol style="list-style-type: none"> In decision-making, by examining the desirability and feasibility of modifying Canada's political and economic systems according to a personal value position. 	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed</p> <ol style="list-style-type: none"> Generalization Political and economic systems differ according to the relative value placed on individual and collective welfare, and according to the means chosen to satisfy individual and collective wants and needs. Concepts <ol style="list-style-type: none"> Ideology Power Citizenship Leadership Decision-making Individualism Collectivism Questions to Guide Inquiry <ol style="list-style-type: none"> What are the characteristics of the major political ideologies and systems in the world today? How does each attempt to resolve the issue of individual and collective welfare? 	<p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <ol style="list-style-type: none"> Develop Inquiry Skills <ol style="list-style-type: none"> <i>Focus on the issue by identifying, through class discussion, the extent to which individual welfare and collective good appear to be emphasized in a variety of economic and political systems.</i> Formulate a comprehensive set of research questions designed to identify and differentiate the central characteristics of major political and economic systems. Gather and organize data by <ul style="list-style-type: none"> reading historical and contemporary documents relating to political and economic systems and their value bases. developing, administering, compiling, and reporting the results of a survey (under teacher guidance) designed to identify the political and economic perspectives of voluntary, anonymous respondents. recording data obtained from the survey and from other data sources on a chart, diagram, or graph. Analyze and evaluate data by <ul style="list-style-type: none"> determining symbolism used and the 	

<p>— As a result of your study of a variety of political and economic systems, and based on your value position in issues involving individual welfare and collective good, how desirable is it to modify Canada's political and economic systems? How feasible?</p> <p>2. In moral reasoning, by testing one's value positions for consistency in a number of situations. (New Cases Test and Subsumption Test)</p> <p>— Is there a conflict between your value positions from one situation to another? If there is, which do you consider the higher-order principle? With this principle in mind, are you satisfied with your decision?</p> <p>3. Develop Attitudes Of respect for evidence, by demonstrating a willingness to regard one's own position as tentative and testable.</p>	<p>2. What are the characteristics of the major economic ideologies and systems in the world today? How does each attempt to resolve the issue of individual welfare and collective welfare?</p> <p>3. What are the distinctive processes by which political and economic decisions are made in differing systems of government? What are the means by which individuals or groups protect their interests and/or effect change within differing types of political or economic systems?</p> <p>4. How have major economic systems changed since World War II? What have been the major effects of multinational corporations?</p> <p>5. How have internal forces created changes in the major political systems since World War II? (e.g., Watergate Scandal, collectivization of agriculture in U.S.S.R., unemployment, dissident and protest movements.)</p> <p>6. What are the ideological principles that underlie the political and economic systems of Canada? What changes have occurred in political and economic ideology in Canada since World War II? (Consider medicare, social security, long-term planning.)</p> <p>7. What range of alternatives is available to individuals to influence the political and economic systems of Canada?</p>	<p>points of view expressed in political cartoons and writings.</p> <p>— comparing and contrasting ideas expressed by various authors about political and economic systems.</p> <p>5. Synthesize data by</p> <p>— developing, in writing, one's own definitions of individualism and collectivism, supported by critical reference to the political and economic systems studied.</p> <p>— developing, in writing, a generalization about key variables which differentiate political and economic systems.</p> <p>6. Resolve the issue by writing a well-developed essay, complete with footnotes and bibliography, in which one's conclusions about political and economic systems are clearly stated.</p> <p>7. Apply the decision by concluding the essay with a section on the desirability and feasibility of modifying Canada's political and economic systems.</p> <p>8. Evaluate the decision, through class discussion, by considering whether the evidence on a variety of political and economic systems has had any effect on one's position.</p> <p>2. Develop Participation Skills</p> <p>1. <i>Communicate effectively in an oral presentation of the results of a political survey activity.</i></p> <p>2. Interpret the ideas and feelings of self and others by role-playing hypothetical situations of what it might be like to be citizens in various political and economic systems.</p> <p>3. <i>Participate in group decision-making by determining the desirability and feasibility of modifying Canada's political and economic systems.</i></p> <p>4. Contribute to a "sense of community" by sharing with class members one's thoughts and feelings about the impact of the unit on one's value position.</p>
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TOPIC B: CO-OPERATION AND CONFLICT AMONG STATES

GRADE TWELVE GLOBAL ISSUES

<p>In this topic, students should examine the concepts of co-operation and conflict among states in the 20th century. A wide range of international relationships should be investigated. Examples of both co-operation and conflict should be analyzed; international relations both inside and outside of formal organizations should be investigated. Canada's role in these relationships during the 20th century should be given attention.</p>	<p style="text-align: center;">Competing Values and Social Issue</p> <p style="text-align: center;">Nationalism/Internationalism</p> <p style="text-align: center;">Should nations set aside national goals and ideals in the interests of international harmony?</p>	
VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students will examine the social issue in order to develop the following understandings, competencies, and attitudes. (<i>Questions in italicized print are illustrative only.</i>)</p> <p>1. Develop Understanding of Values</p> <p>1. Identify feelings and beliefs that may give rise to nationalism and internationalism.</p> <ul style="list-style-type: none">— <i>What goals are characteristic of nationalism and internationalism in the 20th century?</i>— <i>What attitudes form a basis for internationalism and nationalism in the 20th century?</i>— <i>What alternative views are there of the values of nationalism and internationalism in resolving differences among states?</i> <p>2. Develop Competencies</p> <p>1. In value analysis, by identifying the consequences of actions intended to advance nationalism and internationalism.</p> <ul style="list-style-type: none">— <i>What are the probable results of some policies identifiable as nationalistic?</i>— <i>What are the probable results of some policies intended to strengthen international involvement?</i>	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.</p> <p>1. Generalization</p> <p>Traditionally, nations have been prepared to use whatever means available to protect their territorial, political and other economic interests and to ensure the protection of national ideals. Anxiety about survival, and a growing awareness of human rights, are causing increasing concern for the welfare of all mankind.</p> <p>2. Concepts</p> <ol style="list-style-type: none">1. Balance of power2. Co-existence, co-operation, conflict3. Sovereignty4. Territoriality5. Imperialism6. Detente7. Supranationalism	<p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <p>1. Develop Inquiry Skills</p> <ol style="list-style-type: none">1. Focus on the issue by examining various examples of co-operation and conflict and relating them to goals of nationalism and internationalism in the 20th century.2. <i>Formulate research questions to guide in gathering appropriate data for investigating the relationship between nationalism and internationalism in the 20th century.</i>3. Gather and organize data by<ul style="list-style-type: none">— reading and interpreting historical materials (primary and secondary) from a variety of sources and formats.— recording, in outline form, the main and supporting ideas in each data source examined.4. Analyze and evaluate data by assessing the validity of each data source examined in terms of bias and fallacious arguments.5. Synthesize data by<ul style="list-style-type: none">— formulating conclusions about the respective importance of nationalism and internationalism in various episodes in the 20th century.

<p>2. in moral reasoning, by distinguishing between different types of arguments in defense of nationalism and internationalism.</p> <ul style="list-style-type: none"> — What reasons are given in defence of actions taken by various nations? Can these reasons be classified into categories like the following: <ul style="list-style-type: none"> • moral (e.g., just, fair, egalitarian, empathetic)? • prudential (e.g., wise, smart, shrewd, clever)? • economic (e.g., cheap, useful, efficient, functional, practical)? • political (e.g., power, authority, control)? • religious? • other? — Do moral considerations ever predominate in international relationships? Should they? (Use the Subsumption Test.) 	<p>3. Questions to Study Inquiry</p> <ol style="list-style-type: none"> 1. What have been the major causes of international conflicts in the 20th century? 2. What have been the political effects and social consequences of international conflicts in the 20th century? 3. By what means have nations tried to co-operate? With what success? (e.g., League of Nations, U.N., NATO, GATT, EEC, SALT, Helsinki Accords) 4. How have international relations been affected by the following <ul style="list-style-type: none"> — one state's judgment of another's motives? — the direction of leadership? — the geographic location of nations? — size of population? — the capability of producing nuclear weapons? — the control of energy and staple supplies? — environmental concerns? — historical relationships? — the ideology of ultranationalism? 5. Which aspects of Canada's present foreign policy can be considered to be nationalistic? Which aspects imply a belief in internationalism? 	<ul style="list-style-type: none"> — formulating generalizations about the relationships between nationalism and internationalism. 6. Resolve the issue by predicting the effects of nationalism and internationalism on selected contemporary situations and choosing the action judged most acceptable in terms of one's own value position. 7. Apply the decision by <ul style="list-style-type: none"> — preparing a written plan of action to include specific recommendations consistent with one's position on the social issue. — presenting the plan of action orally from outline notes and defending the plan under cross-examination. 8. Evaluate the inquiry process in terms of the adequacy of the questions, and strengths and weaknesses of procedures used.
<p>3. Develop Attitudes</p> <p>*1. Of self-worth, by accepting personal responsibility in developing a group solution to a specific current issue in international politics.</p> <p>— What is your personal position on the respective importance of nationalism and internationalism in a particular situation? What solution would you recommend for that specific situation? How can your personal position contribute to a group resolution of the issue? Should citizens undertake to act in accord with their considered positions? Which types of reasons (moral, prudential, etc.) should be regarded as most important in deciding whether or not to act?</p> <p>2. Of appreciation for the efforts of nations to find constructive ways of resolving international differences.</p>		<p>2. Develop Participation Skills</p> <ol style="list-style-type: none"> 1. Communicate effectively by submitting a written plan of action for relieving international tensions. The plan should include a clear and appropriate statement of the topic, evidence of the student's own thinking and critical judgments, an introduction that focuses attention on the topic, effective and logical development of ideas, and a conclusion that makes a positive contribution to the paper. 2. Interpret ideas and feelings of self and others by restating a fellow student's argument such that he/she agrees that you presented the position accurately. 3. Participate in group work and decision-making by <ul style="list-style-type: none"> — negotiating to persuade other students to adopt one's plan of action. — bargaining with others to achieve a plan of action acceptable to the group. 4. Contribute to a "sense of community" by bargaining in good faith toward a consensual plan of action.

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